

PUPIL'S NAME _____

The Canadian PUPILS' OWN VOCABULARY SPELLER

TEXT-WORKBOOK
EDITION

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First Step. See Your Words.

Read the story, in which all or your new words are correctly used. Find each new word in the story, notice how it is used, and draw a line under it. Look at it carefully and pronounce it to yourself. Then look it up in the spelling dictionary on pages 85-99 and see if you pronounced it correctly. Write your new words beside the words in the spelling list.

Second Step. Know Your Words.

Write the exercises under "Know Your Words". You will enjoy using your new words. Before you write each one, look at it carefully in the list of new words. After writing it, check your spelling of it by looking at the word in the list again. Whenever you misspell a word, rewrite it correctly.

In your spelling dictionary you will find all of your new words in alphabetical order. If you are not sure how to pronounce or use a word, look it up in your dictionary. You will find a key to the pronunciation of the words on page 85 and at the bottom of each page of the dictionary. The guide words at the top of each page will help you to find your new words quickly. The one at the left is the first word on the page, and the one at the right is the last word on the page.

Third Step. Write Your Words.

Your teacher will read the sentences. Listen for the words you are to write in the blanks. Use your best writing and spell each word correctly. Your teacher will help you find any words you missed. Cross out the words you missed and write them correctly below the sentences.

Fourth Step. Study Your Words.

Study the words you missed yesterday and review the words you missed last week. This is how to study them:

1. Look at the first word you missed and say

There are a few words which may be spelled in two ways, both of which are considered to be correct. One way is given in your lessons. The other is shown in a list on page 82.

This list includes words taught in this Series, for which there are alternative spellings. When these words occur in your lesson, they are starred. Your teacher will help you to choose your way of spelling such words. Remember always to use the one you select.

it has more than one syllable, or part, say it again, one syllable at a time. Look at each syllable as you say it.

2. Look at the letters and say each one. If the word has more than one syllable, divide the word into syllables when you say the letters.

3. Write the word without looking at your book.

4. Now look at your book and see whether you spelled the word correctly. If you did, write it again and compare it with your book again. Do this once more.

5. If you made a mistake, see which letters you missed. Repeat 1 and 2, looking very carefully at the letters you missed. Then repeat 3 and 4, until you have written the word correctly three times without a single mistake.

6. Study each word you missed in this same way.

Your teacher may ask you to learn some of your extra words, which are the starred words in your dictionary, or some of your own words on page 84. Study these in the same way as the words you missed.

Fifth Step. Write Your Words Again.

Turn to your Friday test in the back and write your new words carefully as your teacher says them. She will help you find any words you missed. Cross out your mis-spelled words and write them correctly at the end of your lesson. On your progress chart on page 79 or 80 mark the number you spelled right.

Write the words you missed last week where you are told to in your lesson. If you learned some extra words or some of your own words, write them there, too. At the end of your lesson add any of your extra words or your own words that you missed. If you missed any of last week's words again, write them under "Your Hard Words" on page 81. Review them when you have time. Some time your teacher will test you on them.

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Southern Pines

Many people associate the word "pine" with evergreens growing in our northern woods, but there is also a large supply of pine to be found in the southern part of our country—white, red, and pitch pine. The trees quickly and easily grow to a great height because of the soil and climate. Thus greater quantities of lumber per acre are obtained from southern than from northern forests.



The small-sized pines which were once regarded as entirely worthless, or fit only for fuel, now produce a great deal of wood pulp. The trees are taken to the railroads and transported to mill or factory, where the pulp is made.

The amount of wood pulp made into paper has increased in the past few years. Some of this pulp is made into paper for printing newspapers, and large quantities are made into paper bags.

Greater attention is now paid to the conservation of our forests. We no longer cut wood carelessly; new trees are planted yearly, and more care is taken to prevent fires.

See Your Words

Read the story. Look at your new words and say them. Draw a line under each new word in the story. Write your words here:

northern _____

supply _____

easily _____

height _____

thus _____

greater _____

quantities _____

obtained _____

entirely _____

fuel _____

deal _____

pulp _____

Know Your Words

1. The letters a, e, i, o, u are vowels. Sometimes w and y are vowels, too. Write **supply** and **entirely**:

.....
Look up their pronunciation in your dictionary on pages 85-99. Beside each word write the sound of y.

2. Write **pulp**, **fuel**, and **thus** and mark the long u or short u in each word. For the long and short vowel sounds see the pronunciation key on page 85.

3. Write **deal**, **greater**, **easily**. After each write the long or short vowel sound of ea:

.....
Write **obtained** and **height** and after each write the vowel sound of ai or ei:

..... Check with your dictionary.

4. Write the new word beginning with q:

..... The letter q is always followed by u in a word.

5. A syllable added to the end of a word to change its meaning is a suffix. Add the suffix:

ern to **north**

ed to **obtain** **ly** to **entire**

..... **er** to **great**

6. When y is preceded by a consonant, the y is usually changed to i before a suffix is added. Write the plural of **quantity** and **supply** by using this rule and adding es:

..... Change y to i in **easy** and add **ly**:

7. Fill in the missing hard spots:

th ... **s** **f**

eas ... **ly** **su**

p

h

d

gr

qu

ntir

north

t

ned

it

s

See Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.
1. The of Brock Monument is 555 feet.
2. Quebec is in size than any other province.
3. Large of steel are exported from this country.
4. Our of pencils is getting low.
5. A great of noise could be heard on the playground.
6. Coal is a formed from plants that were buried in the earth thousands of years ago.
7. The making of wood and paper is an important industry in Canada.
8. In the country it is cold in winter.
9. We continued to eat peanuts until the bagful was gone.
10. Pearls are from oysters.
11. Mr. Alexander has been cleaning his furnace; his hands are very dirty.
12. We could see the whole valley from the top of the mountain.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them on the page called "How to Use Your Book", under "Fourth Step". This comes just before page 1.
2. Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary on pages 85-99, or some of your own words on page 84, if you have any.

Write Your Words Again

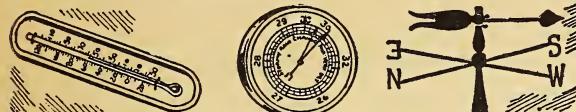
1. Turn to page 71 and write your new words as your teacher says them.
2. If you learned some extra words or some of your own words, write them here:
.....
.....
.....
.....
.....
.....
.....
.....

3. Write below the words you missed today. Spell them correctly.
.....
.....
.....
.....
.....
.....
.....
.....

Weather

The weather affects many things in our life—our agriculture (and therefore our food), our transport, the lives of animals, and even the clothes we wear. So we constantly watch it and try to predict it.

The Weather Bureau of Canada consists of thousands of people who are employed to study and record weather conditions, which are reported daily as a guide to the public.



The weather depends on a number of factors which differ widely according to locality and altitude.

One of the most important of these factors is temperature, which is measured by a thermometer. Another factor is the weight of the air on the land, which is called pressure and is measured by a barometer. Humidity, or the amount of water vapour or moisture in the air, is an important factor in predicting rainfall. This is measured by another scientific instrument, called a hygograph.

Wind must also be taken into consideration, and weather vanes tell us from which direction it is blowing.

See Your Words

Draw a line under each new word in the story.
Write your words here:

agriculture

consists

employed

guide

depends

differ

temperature

pressure

humidity

*vapour

moisture

rainfall

Know Your Words

1. Write the new words ending with ture

..... Write the other word ending with ure: Write the words ending with er and our:

2. A word made up of two or more shorter words is usually a compound word. Write the compound word ending with fall:

3. Alphabetize the words beginning with d:

4. The pronunciation of all your new words is shown in your dictionary. Find humidity, guide, consists, and see how they are pronounced, referring to the pronunciation key at the bottom of each page. Write the words, marking each long or short i:

..... Write temperature and vapour, marking the first vowel in each:

5. A word that means about the same as another is a synonym of it. Write the synonym of farming:

6. Add ed to employ: Since this y is preceded by a vowel, it is not changed to i.

7. Write the words rhyming with side and enlists:

8. Write moisture and employed and say them to yourself:

The oi and oy are diphthongs. Two vowel sounds blended in one syllable form a diphthong.

9. Fill in the missing hard spots:

vap r dif r agr culture

..... mployed g d temper ture

con ists r nfall h mid ty

depe s m sture pres

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

 1. Concrete of a mixture of cement, sand, and gravel.
 2. Farming methods now greatly from those used in colonial times.
 3. He on the bus for transport to the next town.
 4. The company more men because there was more work to do.
 5. An Indian led the explorers to the source of the river.
 6. The science of farming is sometimes called
.....
 7. The by day in some parts of India may reach 125° .
 8. A record is kept of the annual in this country.
 9. Some big dams are built to stand an enormous water
 10. The drops of we see on the grass in the morning we call dew.
 11. The high and the heat made living in the jungle very uncomfortable.
 12. Examples of are clouds, fog, and mist.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 2.
 3. Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary, or some of your own words on page 84, if you have any.

Write Your Words Again

1. Turn to page 71 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned some extra words or some of your own words, write them here, too.

3. Write below the words you missed today.
Spell them correctly.

The Air We Breathe

Nature requires that every living thing breathe air into its system, in order that it may receive oxygen. A lack of oxygen, due to a stoppage of breathing, causes death. Fish find air available in the water. Whales, which are not fish, must come to the surface for a breath of air now and then.

Men, animals, and plants breathe the air which envelops both land and water. Of what does this life-giving air consist? Air is a mixture of certain gases—oxygen, nitrogen, carbon dioxide, and several other sorts of gases in small quantities, as well as some moisture, or water, which is itself a compound of oxygen and hydrogen.



Men and animals use the oxygen in the air and force out the carbon dioxide which their bodies have manufactured. Plants exchange gases with us. They use the carbon dioxide in the air and give off oxygen. Can you see why it is healthful to live in the country, surrounded by trees and plants?

See Your Words

Draw a line under each new word in the story.
Write your words here:

requires

system

oxygen

lack

due

breathing

available

breath

certain

sorts

hydrogen

exchange

Know Your Words

1. Write the new words that are names of gases:

.....

2. Write the verb breathe:

Drop silent e and add ing:

Beside breathing write the vowel sound of ea. Write the noun breath and beside it the sound of ea:

..... Check with your dictionary.
Write breath or breathe in each sentence:

You should deeply.

She took a deep

3. Say certain to yourself, noticing its two syllables, or parts. Write certain, leaving a space between the syllables and putting an accent mark ('') after the syllable which is accented, or said louder:

..... Do the same with oxygen and
requires:

4. Write the words that rhyme with sue, short,
black, admires, arrange:

.....

5. Write the word containing three a's. Beside it
write the sound of ai:

Write hydrogen and system. Beside each write the
sound of the vowel y. Check with your dictionary.

.....

6. A syllable placed before a word to change its
meaning is a prefix. Write the prefix ex before
change:

7. Alphabetize the words beginning with b:

.....

8. Fill in the missing hard spots:

d br th c rt n

la ox en h dr en

s stem ex ange av l ble

s s br thing req s

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Are you through your nose and not your mouth?
 2. I wish to these gloves for gloves of a larger size.
 3. In World War I the government had control of our railroad
 4. Many of lumber will be used in the building.
 5. Not a of air seemed to be stirring that hot evening.
 6. The boys a place where they can play baseball.
 7. The poor condition of the roads in this section is to heavy rains.
 8. In order to burn well, a fire must have enough
 9. Are you that we are travelling on the best road to the capital?
 10. At the camp a good supply of drinking water is
 11. A gas that is used to keep dirigibles in the air is
 12. The man help to lift that heavy trunk.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 4.
 3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 71 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today.
Spell them correctly.

Vitamins

A long time ago doctors found that people who were without certain foods developed certain diseases. They noticed, for example, that a sickness would occur on ships when sailors went too long without fresh oranges or lemons, but that the disease generally cleared up when the sailors were given these fruits. They concluded that some foods were a valuable protection against disease as well as builders of strength and energy.



Scientists came to the aid of doctors by studying the properties of food and experimenting on animals. They found that foods contained different chemicals of great importance in keeping us well. They called these chemicals "vitamins".

How can we know what foods to eat in order to get enough vitamins? Any well-balanced diet containing meat, milk, butter, eggs, whole cereals, fresh fruits and vegetables—plus sunshine—will give us all the vitamins we need.

See Your Words

Draw a line under each new word in the story.
Write your words here.

sickness

occur

generally

valuable

protection

energy

scientists

aid

properties

chemicals

importance

vitamins

Know Your Words

1. Using your rule for final y preceded by a consonant, add es to property to form the plural:

..... Add s to form the plural of chemical, vitamin, scientist:

Add es to sickness:

Words ending in s, sh, ch, and x require es for the plural so that the word may be easily pronounced.

2. Write the new word beginning with im:

..... Drop the e in value and add the suffix able: Add ness to sick, ly to general, ion to protect, ance to import:

3. Write the word containing ee:

4. A noun is the name of a person, place, or thing. Write the new word that is a plural noun referring to persons:

5. Write the synonyms for precious, assist, vigour:

6. Alphabetize the words beginning with p:

7. Write the word with only one syllable and beside it write the vowel sound of ai:

Write vitamins and occur in syllables, showing the accents:

8. Write the word in which ch sounds like k:

..... Write the words with soft g (like j):

9. Fill in the missing hard spots:

a d	gen ra y	prop t s
o ur	si ne	import
ener	prot tion	c emic s
valu ble	vit m ns	s ntists

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. One of the of steel
is its hardness.

2. As a from the
glare of the sun, my dark glasses are useful.

3. The cane was an to Mr. Grant
until the injury to his leg was better.

4. Did it not to you
that I might be worried?

5. Some of our have
found new and better medicines.

6. Whole milk is a good food because it contains
..... A, B, and D.

7. We ask all our
relatives to our house for Thanksgiving.

8. Some will burn
the skin if they are carelessly used.

9. We get to work and play
from the food we eat.

10. Coal is a
product of the mines in this country.

11. Columbus died a poor man, without knowing
the of the
discovery he had made.

12. How many of the pupils are absent today be-
cause of?

2. Cross out the words you missed and write
them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You
are told how to study them under "How to Use
Your Book".

2. Review the words you missed last week. You
wrote them on page 6.

3. Your teacher may ask you to learn some of
your extra words or some of your own words.

Write Your Words Again

1. Turn to page 71 and write your new words as
your teacher says them.

2. On the lines below write the words you missed
last week. If you learned any other words, write
them here, too.

3. Write below the words you missed today.
Spell them correctly.

The Story of Transportation

The story of transportation is the story of man's courage in his search for newer and better ways of travelling.

In ancient times man travelled on foot through the wilderness with his property on his back, perhaps seeking a more favourable location. It is highly probable that one of the first means of transportation was a log floating down a stream. Later man learned to hollow it out and make a crude kind of boat, which could be moved along with the aid of sticks. It is not impossible that a rolling log, used on land under heavy objects, was the beginning of the wheel.

When man learned to tame animals and hitch them to his rough cart, he was making a further step in the use of some energy other than his own for transportation. For hundreds of years ships were blown across the seas by the wind, which supplied the necessary energy. In the nineteenth century the invention of the steam engine led to the building of steamboats and locomotives. Later the gasoline engine and the automobile were invented. Finally came air transportation, a great opportunity for further development. Man is still planning and bringing about better and better methods of transportation.

See Your Words

Draw a line under each new word in the story.
Write your words here:

transportation

courage

search

newer

ancient

wilderness

*favourable

highly

impossible

blown

opportunity

planning

Know Your Words



1. Add er to new, ly to high, able to favour:

Double the n in plan and add ing:

Add n to blow: Write the words
ending with ness, tion, ent:

2. Write highly and blown and mark a long vowel
in each:

3. Write the synonyms of bravery, hunt, old:

Write the antonyms, or opposites, of possible and
older:

4. Write the words containing double letters:

5. Write the words containing er:
the words containing or:

Circle the words in which er and our sound alike.

Write the words containing ear and our:

6. Letters which are not vowels are consonants.
Write transportation and underline each consonant:

7. Fill in the missing hard spots:

blo ... n pla ... ing transport

n ... er hi ... impo ... ble

s ... rch c ... age wild ... ness

anc ... nt fav ... r ... ble opp ... rtunity

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. We had an
to see the new play.

2. Electricity is a means of lighting than candles.

3. The newspaper was off the table by the wind.

4. The pioneer family lived in a log cabin in the

5. A wind quickly brought the sailboat back to shore.

6. The city is to have new houses and good streets here.

7. Air across the ocean is common now.

8. Ed told a amusing story about his bicycle trip.

9. It was to drive the car farther in the snowstorm.

10. In days, the Romans built excellent roads.

11. Some of the explorers who came to the New World were in of the Northwest Passage.

12. The men who worked on the ship that was sunk showed great

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 8.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 72 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Plant Food Factories

With the help of the sun, plants can make food. They manufacture starch and sugar in their own factories with only the sunlight to furnish the energy for "turning the wheels". Just how this process goes on will some day be an interesting discovery.

The production of food by plants depends upon the resources, or raw materials, which they use. Starch and sugar are called carbohydrates because they are chemical compounds of carbon and water. Green plants make not only carbohydrates, but also foods containing minerals. Where does the plant get its raw materials—carbon, water, and minerals?

Roots, which grow from the stem of the plant, reach to a considerable depth and absorb water and minerals from the soil. These materials, after flowing up through the fibres in the stem, are distributed to the cells of the leaves. The carbon dioxide in the air is absorbed through tiny openings on the leaves of the plant. In the presence of certain green bodies in the leaf cells called "chlorophyll", the carbon dioxide unites with the oxygen and hydrogen in the water to form sugar. When the plant has made enough sugar, the extra food is stored as starch.

See Your Words

Draw a line under each new word in the story.
Write your words here:

process _____

discovery _____

production _____

resources _____

carbohydrates _____

minerals _____

stem _____

considerable _____

depth _____

flowing _____

distributed _____

cells _____

Know Your Words

1. **Homonyms** are words which are alike in sound but different in spelling and meaning. Write the homonyms **cells** and **sells** in these sentences:

Our bodies have millions of _____

That man _____ fresh vegetables.

2. Add s to form the plural of resource, mineral, carbohydrate, cell, stem, depth: _____

3. When c sounds like k, it is **hard c**; when it sounds like s, it is **soft c**. Write resources and discovery. After each tell the sound of c (k or s).

4. Add d to distribute: _____

drop the e and add ing: _____

Add ed, ing to flow; able to consider: _____

5. Write the words beginning with pro:

6. Write the words containing the vowel y and above each y put its sound (either ī or ī):

Write these words and mark the sound of:

e in stem and depth: _____

i in minerals _____

7. Write in syllables the word of five syllables and show the accent: _____

8. Alphabetize the words beginning with p:

9. Fill in the missing hard spots:

... ells pro ... e ... consi ... er ...

st ... m min ... ls carboh ... drat ... s

flo ... ing produ ... ion res ... r ... es

de ... scov ... ry distr ... b ... ted

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. After his that lightning and electricity are the same, Benjamin Franklin invented the lightning rod.

2. Fertile soil is one of a country's important natural

3. Two valuable found in this country are iron and salt.

4. Mail was often in the frontier regions by horseback riders.

5. Trees grow to a height in the tropics.

6. The of a plant is the part on which the leaves and flowers grow.

7. All the afternoon as we drove along we saw the river near us.

8. In some places the of the ocean is over five miles.

9. The of cotton requires a warm climate and rich soil.

10. The of making linen from flax is an interesting one.

11. Cereals, bread, and potatoes are foods rich in

12. In plants and animals there are many different kinds of

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 10.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 72 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Trial by Jury

It is a principle of law that "the accused shall enjoy the right to a speedy and public trial by an impartial jury". A great deal of legal procedure must, however, be gone through between the arrest by a policeman and the carrying out of justice.

Before the prisoner is brought to trial, the case is taken up with the grand jury, by the Crown Attorney. The grand jury is made up of twelve members who decide if there is enough evidence against the prisoner to warrant a trial. If so, the case goes on the court calendar.

The accused usually employs a lawyer to handle his case. Before the opening of the trial the Sheriff summons a panel of jurors to serve on the jury, the jurors being selected from a Voters' List. The Crown and the defence each have the right to challenge the jurors, and when twelve unchallenged persons have been selected by lot, the jury is complete.

At the opening session of the trial the lawyers for both sides address the jury, presenting their lines of argument and what they intend to prove. Then each witness is called up in turn to give his testimony. At the end, each lawyer again speaks to the jury. The judge then tells the jury to decide, on the basis of the facts, whether the prisoner is innocent or guilty.

See Your Words

jury

legal

policeman

justice

prisoner

session

argument

witness

testimony

judge

facts

innocent

Know Your Words

1. Write the compound word ending with **man**:

..... Now write its plural by changing **man** to **men**:

Write the plural of **testimony** by using the **y** rule

and adding **es**: Write the plural of **fact**, **session**, **witness**, remembering the rule for words ending in **s**, **sh**, **ch**, **x**:

2. Alphabetize the words beginning with **j**:

..... Check with your dictionary, using the guide words at the tops of the pages to save time. They are the first and last words on the page.

3. Write the antonyms for **illegal**, **guilty**, **injustice**:

4. Write the nouns that mean:

a person who gives testimony

the group of people who give the verdict

the person who sentences a criminal

5. Add apostrophe and **s** ('s) to **prisoner** and **jury** to show possession: The
- fate hung on the verdict.

6. Add **er** to **prison**, **ment** to **argue** (drop the **e**):

7. Write **legal** and mark the **e**: Then write **policeman** and after it write the sound of **i**:

..... Write **facts** and **testimony**:

Mark **a** and **e**.

8. Write the word with **nn**:

9. Fill in the missing hard spots:

fa ... ts	ju ... e	l ... g ...
justi ... e	arg ... ment	test ... mony
j ...	polic ... man	pris ... er
wi ... ness	se ... ion	i ... o ... ent

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. School was not in at the time of the fire in the schoolhouse.

2. There was an as to which team had the better players.

3. Sometimes an person is accused of a crime.

4. The did not have to serve his full term in jail because his behaviour was good.

5. Margaret went to the library to look up the she needed for her composition.

6. Was there in the claim that women should be allowed to vote?

7. First the held up her hand and swore to tell the truth.

8. In Canada both men and women are permitted to serve on a

9. The man's was that the driver went past a red light.

10. Can you how high that airplane is flying?

11. The sees that the children cross the street safely.

12. Writings in language are often hard to understand.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 12.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 72 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Poisonous Plants

The best known of the poisonous plants is poison ivy, a small three-leaved plant that either climbs or grows close to the ground. In spring and summer it is easily identified by its three shiny leaves and cannot be handled safely. It is found throughout Canada, as far south as south-west Ontario and as far north as the Northwest Territories.

A similar plant is poison oak. The poison from these plants is neither organic nor nervous in its effect on the body; it merely acts as a severe skin irritant.



Some other wild plants, such as the water hemlock, contain poison, and streams may be ruined by them. One of the most poisonous of all plants is named the "deadly nightshade", yet medicine of great value is extracted from it.

Some garden flowers contain poison, but in such small quantities that they are not dangerous to cultivate. It is hard to imagine, when we see the graceful purple petals of the clematis or the nodding pink and white heads of larkspur, that we are including poisonous plants in our gardens.

See Your Words

poisonous

poison

safely

southwest

northwest

organic

ruined

value

graceful

purple

petals

including

Know Your Words

1. Write two compound words, using west, north,

south:

2. Add the suffixes: ic to organ

ful to grace

ly to safe

..... ed to ruin

ing to include (drop the e)

ous to poison

3. Alphabetize the words beginning with s and p:

.....

.....

4. Write the new words that mean:
worth

parts of flowers

5. Prefix in to organic, un to graceful, non to
poisonous to form antonyms:

.....

6. A word that describes a noun is an adjective.
Write graceful petals and purple flowers and circle
each adjective:

7. Write including, value, ruined in syllables and
show each accent:

..... Check with your
dictionary. When you divide a word at the end of a
line, put the hyphen at the end of a syllable (in- or
includ-) and the rest of the word on the next line.

8. When north, northwest, south, southwest, and
so forth, mean sections of the country, they have
capitals. Write northwest with a capital:

Have you ever lived in the ?

9. Fill in the missing hard spots:

val saf incl ing

r ned pu p s thw st

.... ganic gra ful pois n s

pet s p s n n thw st

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Alaska lies to the of Canada.

2. A bottle of should be labelled to prevent a bad mistake.

3. The fire nearly all of the top floor of the house.

4. Are you some candy in the birthday package for George?

5. Can a heavy truck cross that old wooden bridge?

6. The of this house has increased since we bought it.

7. Many flowers, such as the pansy and the wild rose, have five

8. On important occasions the emperor wore a handsome robe of

9. Vancouver Island is in the corner of British Columbia.

10. A bite from a snake should be treated at once.

11. The branches of the weeping willows were gently blowing.

12. The part of the soil formed by plant and animal material that has decayed is often referred to as

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 14.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 72 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly:

Naturalization

Some foreigners have adopted this country as their own. This process of adoption is better known as naturalization.

When an alien, or a foreigner, has decided to become a citizen, he files a declaration of intention, which is on file for one year. If he receives an official receipt for this from Ottawa, he then files an application for naturalization. This request for citizenship serves to announce his serious purpose of giving up his former country and becoming loyal to the one of his choice.

After three months he appears before a judge of the County Court and is examined by him as to his fitness for naturalization. He must show that he has lived in Canada throughout the required time, that he has a good character and a knowledge of either English or French. He must also be able to answer simple questions on Canadian history and the Canadian system of government.

If the judge believes the alien to be ready for citizenship, the candidate takes the oath of allegiance to the King, promises to regard this as his own country in the future, and is given his final papers. The fortunate man or woman is now a Canadian citizen.

See Your Words

- foreigners
- adopted
- adoption
- naturalization
- alien
- request
- announce
- serious
- throughout
- allegiance
- future
- fortunate

Know Your Words

1. Find **request** used as a noun in the story.
Write it as a verb in this sentence:

Did he you to appear at four?

2. Write the synonym for **foreigner**:

Write the compound word:

3. Drop the e in **fortune** and add the suffix **ate**:

..... Add **ed** and **ion** to **adopt**:

Write the words ending with **ous** and **ance**:

.....

4. Alphabetize the words beginning with **a**:

.....

5. Write these words and mark the sound of:

the first **u** in **future** the second **e**
in **request** the third **a** in
naturalization

6. Write **foreigners** and **serious** in syllables and
show each accent:

..... Write **naturalization** in
syllables:

Notice that two syllables are accented. Put a
heavy mark after the loudest syllable and a light
mark after the next loudest one. These are called
primary and **secondary** accents. See your dictionary.

7. Write **announce**: Say it
to yourself. The **ou** is a **diphthong**. Write through-
out: Circle the diphthong.

8. Fill in the missing hard spots:

f ture fortun te a ounce

al n re st ser s

a ted a e nce

a tion natur zation

for gn rs th ou out

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. An over sixteen years of age who cannot read in some language is not allowed to enter our country.

2. My aunt and uncle have a baby.

3. The papers were signed yesterday.

4. The number of admitted to our country each year is limited.

5. I had to the woman in front of me to remove her hat.

6. Did he what the weather would be?

7. The knight's to his king was given willingly.

8. We were glad to hear that the accident was not a one.

9. They were in having good seats at the football game.

10. How many people came before the judge today for papers?

11. Messengers went the land with news of victory.

12. Our plans for the include a visit to the West.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 16.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 72 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Where Diamonds Are Found

The most brilliant, the most precious, the most expensive of all gems is the diamond—a little sister to a lump of coal. Diamonds are pure carbon and need no refining. Just how they are formed is still a mystery to scientists. The rocks and minerals in which they are found have refused to tell the secret of the origin of diamonds.



The richest diamond deposits today are in South Africa where they were first recognized in a pebble which was found along the banks of the Orange River. Diamonds seem to be deposited in cone-shaped areas which are round and wide at the top and which slope down to a point at a great depth—very much like giant ice cream cones. The top soil is red, the next layer is yellow, and the lowest part is blue. Some think that the most nearly perfect diamonds come from blue ground.

The earliest method of mining diamonds was by the simple operation of digging by hand. When machinery was introduced, the mines became a commercial enterprise.

See Your Words

expensive

diamond

carbon

refining

refused

richest

deposits

recognized

decomposition

perfect

operation

commercial

Know Your Words

1. As an adjective perfect is accented on the first syllable; as a verb, on the second. Write the correct pronunciation (per'fect or per fect') in each:

The inventor must his machine.

That is an almost diamond.

Divide diamond into its three syllables and show the accent: Mark the i.

2. Drop silent e and add the suffix ing to refine, ive to expense, ial to commerce:

Add s to deposit, d to refuse:

..... Write the words ending with tion:

3. Write antonyms of new words by prefixing im to perfect, in to expensive, un to recognized, non to commercial:

4. Write the words containing car and position:

5. Write recognized, remembering the g. After it tell whether g is hard (as in give), soft (as in gem), or silent:

6. Put rich, richer, richest in these sentences:

He is a man.

He is a man than the banker.

He is the man in the village.

7. Alphabetize refused and refining:

8. Fill in the missing hard spots:

di ... mond	expen ... ive	p ... f ... ct
ref ... sed	o ... eration	co ... ercial
carb ...	ric ... st	reco ... ni ... ed
depos ... ts	ref ... ing	decompo ... tion

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. There were of gold in the stream.

2. A is hard enough to cut glass.

3. One form of is the lead in our pencils.

4. At first the of the cotton gin was performed by hand.

5. We had weather all the time we were away.

6. The of petroleum is usually done near large cities.

7. The of plant and animal material makes the soil more fertile.

8. Bill some of the big buildings from pictures he had seen.

9. He makes drawings for the advertisements of a magazine.

10. My dog has just to do his new trick.

11. There is an collection of jewels in the museum.

12. In what part of Canada do you find the soil?

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 18.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 72 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The of the store has decided to close it at six o'clock.

2. This map has a of one inch for one hundred miles.

3. The driver his car well on the winding mountain road.

4. At one of our school we dressed like famous historical characters.

5. Spring is to come when winter is over.

6. Our anthem is "God Save the King".

7. There is news of all the near-by towns in this newspaper.

8. All the cities in Canada have their own

9. The holds its meetings in the provincial capital.

10. The at assembly had a strong, clear voice.

11. There are several parties in Parliament.

12. Is there any between a democracy and a republic?

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 20.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 73 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

A Great Day for Richard

On the fifteenth of May, 1946, Richard's father returned from Europe, where he had been a member of the Canadian army in World War II.

He had many tales to tell Richard of his experiences. He described the dreadful scars borne by the territory that had been over-run by the German armies. These lands became one huge battlefield as the Allies failed to stop the German advance.

Afterwards, when the tide of war had passed them, the defeated people tried to take up their life again; but they had lost their property and their livelihood, and often they lived under conditions that almost amounted to slavery.

Then came the time when the Allied armies in their turn swept over Europe, restoring freedom to the peoples. What rejoicing there was in every country as the cheering crowds went wild with joy, and greeted the Allies with gifts and flowers!

The peace treaty had not been signed when Richard's father returned, but all the nations hoped that it would, in due course, bring real and lasting peace to a shattered world.

See Your Words

returned

territory

armies

battlefield

failed

afterwards

defeated

property

slavery

freedom

peace

treaty

Know Your Words

1. Write **peace** or its homonym **piece** in each:

The girl bought a of cloth.

The country remained at

2. A word that shows action or being is a **verb**.

Write a verb from your lesson in each sentence:

One flier to return to the base.

The boys the girls in basketball.

The army to camp after the battle.

3. Write the plurals of **property**, **treaty**, **territory**, **army** by using the **y** rule and adding **es**:

.....

.....

4. Write the compound word with **field** in it:

.....

.....

5. Add **dom** to **free**, **ry** to **slave**, **ed** to **fail**:

.....

.....

6. Write the words and after each the sound of:

ai in **failed**

ie in **battlefield**

ea in **defeated**, **treaty**,

peace

ee in **freedom**

7. Write the words with **ar** in them:

..... with **er**:

.....

.....

..... with **ur**:

.....

.....

8. Fill in the missing hard spots:

f **led** **tr** **ty** **p** **.....**

arm **s** **prop** **ty** **sl** **v** **ry**

def **ted** **ba** **.....** **f** **ld**

te **itory** **fr** **d** **m**

retur **.....** **afterw** **ds**

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The letter was to her because she did not address it correctly.

2. In early times had no guns and no gunpowder.

3. The was signed under a big elm tree.

4. If you use the of others, you should take good care of it.

5. That was later divided into several parts.

6. The package to arrive on the day we expected it.

7. On the was a monument to those who had died there.

8. The Pilgrims went to America so that they might enjoy religious

9. On November 11, 1918, the war ended and there was

10. Among the Greeks and the Romans of ancient times was common.

11. At first the boys were tired from the long swim, but they felt well rested.

12. Our team the visiting team by only one point.

2. Cross out the words you missed and write them correctly on the lines below.

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 22.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 73 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

From Tropical Lands

One of the chief agricultural products raised in the tropical zone is the coconut. It is of great value to the natives and is one of the most important exports. There are few tropical islands that cannot boast of large coconut plantations.



Coconut palms seem to flourish along the seacoast in rich, porous soil. The trees begin to bear from four to eight years after planting, and each tree yields about two hundred coconuts per year. The white meat is eaten raw or is cooked, and the white liquid is drunk like milk. A juice from the flowers of the coconut palm is used to make native wine. The great palm leaves furnish thatch for roofs and are dried and woven into mats and baskets. Both Europe and America import coconut oil for making soap and candles.

Some other products exported from tropical lands are spices, sugar, bananas, alligator pears, certain types of melons, rice, tobacco, and rubber. Spices grow in great abundance on tropical islands, and it is often said that a ship's crew can smell the spices long before the ship reaches land.

See Your Words

- tropical
- zone
- coconut
- exports
- porous
- per
- liquid
- wine
- import
- spices
- pears
- crew

Know Your Words

1. Prefix ex and im to the Latin root, or word, port:

..... Export means to carry out; import means to carry in. A prefix is often placed before a Latin root.

2. Export and import may be either nouns or verbs. In the story find exports used as a noun and import as a verb. Write export and import in syllables and show their accents as nouns:

..... Write them in syllables again and show their accents as verbs:

3. Write the antonym of arctic:

4. Write the nouns that mean:

any substance that flows freely

certain kinds of seasoning a large,

brown, hard nut the men who

do the work on a ship fermented juice

of fruits or plants region

5. Write the three-letter word that means through or on the basis of:

6. Write ship's crew, remembering the 's to show possession:

7. Add s to form the plural of export, spice, pear, coconut, wine, zone, liquid:

Write the words that end with ous and al:

-
8. Alphabetize the words beginning with p:

-
9. Fill in the missing hard spots:

win	i	port	co	nut
zon	spi	es	p	r
p	e	ports	l	d
cr	p	rs	trop	c

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. What is the cost yard of that white curtain material?

2. A track is putting new rails in that part of the railroad.

3. The British much of their tea from India and Ceylon.

4. Great Britain is north of the equator and is in the temperate

5. Milk is a that is good for us to drink.

6. The shell of the is hard to break.

7. Apples and grow well in many parts of our country.

8. The grapes were made into which was stored away in barrels.

9. Our country food to Great Britain.

10. Trade in from the Far East was important in the Middle Ages.

11. Even in regions there is snow on the tops of mountains.

12. A sponge can take up a great deal of water because it is very

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 24.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 73 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Samuel Morse and the Telegraph

The invention of the telegraph is an example of how one discovery or invention has led to another. Once electricity had been discovered, men became occupied with the idea of sending messages by electricity. In 1825 an Englishman invented the electromagnet. When Samuel Morse saw it, he thought out a way of using it to send messages and worked out a code of dots and dashes that would express each letter of a word.

Thus one man's invention led to what was practically a revolution in another field. The telegraph was the first instrument that succeeded in sending a message between two persons without men seeing or hearing one another.



You can imagine how impatient Morse must have been in trying to convince people that his invention would send accurate words—nouns, verbs, adjectives, or whatever they wanted to send—over a single strand of wire. Finally the money necessary for constructing a telegraph was collected, and the first message was sent on May 24th, 1844.

See Your Words

telegraph

occupied

code

express

revolution

succeeded

message

impatient

accurate

nouns

single

collected

Know Your Words

1. Write the prefixes ex and im before press:

..... After each write the number of its definition:

- (1) to represent, or to put into words.
(2) to make a mark upon, or to affect deeply.

2. Write the antonyms of double and failed:

..... Write the antonyms of patient, accurate, and occupied by prefixing im, in, and un:

3. Write the words with ss in them:

4. Write the word in which ph sounds like f:

..... Write succeeded and above each c write k for hard c, or s for soft c:

..... Write message and telegraph and after each write whether g is hard or soft:

5. Write the words that mean:

a system of signals complete change
..... only one

names of persons, places, or things

6. Change y to i in occupy and add ed to mean
did occupy: Add ed to collect
to mean did collect:

7. Write impatient and revolution. Mark a and u:

8. Alphabetize the words beginning with e:

9. Fill in the missing hard spots:

co o upied a ur

sing me ge rev lu ion

n ns succ ded e p ss

tel graph impat nt co ected

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The words "nation" and "minerals" are
.....

2. Mr. Parker
stamps and coins.

3. Kay wore a string of pearls around her neck.

4. Barbara Ann Scott in winning the World Championship.

5. Before the curtain went up, every seat in the theatre was

6. Jane was to begin reading her new book.

7. To work arithmetic examples correctly, you must be

8. The first that Morse sent was, "What hath God wrought!"

9. Do you understand the the boys use in signalling with flags?

10. We must Mother that we have missed the train.

11. The elevator makes its first stop at the twentieth floor.

12. The of the earth around the sun causes the seasons.

2. Cross out the words you missed and write them correctly on the lines below:

.....
.....
.....
.....
.....

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 26.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 73 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

.....
.....
.....
.....
.....

3. Write below the words you missed today. Spell them correctly.

.....
.....
.....
.....
.....

The Captain's Ghost

In a little seacoast town in Nova Scotia stands an old tavern. Up a narrow flight of stairs is the Captain's room, furnished as he left it sixty years ago.

I happened upon the tavern one summer when I was on a motor trip, and I decided to stay there for the night. Sitting by the fireplace with the other tourists after supper, I heard the tale of the Captain and his telescope, through which he used to peer down at the wharf from the roof of the tavern. On his last trip he tried to dock in a terrible storm, and his ship was dashed to pieces on the rocks. When I heard his room was haunted, I exclaimed that I would sleep there, if I could digest the fried eggs I'd eaten!



At midnight I retired to the Captain's room and slept peacefully until four, when I suddenly woke up and smelled sulphur burning. Could it be from a sulphur match? Just then I heard the closet door close with a faint click. I sprang out of bed and lighted the lamp. Was it the Captain's ghost? Well, I didn't sleep any more that night!

See Your Words

tavern

narrow

furnished

tourists

telescope

wharf

exclaimed

haunted

digest

fried

sulphur

closet

Know Your Words

1. Change y to i in fry and add the suffix ed:

..... Add ed to haunt, digest, exclaim, furnish:

2. The words fry, haunt, digest, exclaim, furnish are verbs because they show action. They show action at the present time and are therefore in **present tense**. When ed is added, they show past action and are in **past tense**. When will or shall is used with them, they show future action and are in **future tense**. After each sentence write present, past, or future to show the tense of the verb.

The meat fried quickly.

Eggs and milk usually digest easily.

We shall furnish the room next month.

3. Digest is accented on the second syllable when it is a verb, as in the story, but on the first syllable when it is a noun. Write digest as a noun showing its syllables and accent:

Here is a of that magazine article.

4. Write the words with the prefixes ex and tele:

..... 5. Write the synonym of dock:

6. Write the plural of tourist, telescope, closet, tavern:

..... Change f to v in wharf and add es to form the plural:

7. Write the words with ar:

..... with er: with ur:

8. Fill in the missing hard spots:

n rrow tav n f nished

di est clo sul r

w rf h nted tel scop

fr d t rists e cl med

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Through a one can see the rings around the planet Saturn.

2. Many visit the West Indies in the winter.

3. There were lovely pewter dishes in the dining-room of the

4. The heads of some kinds of matches used to be made with

5. We all at the depth and beauty of the canyon.

6. The town free bus service for the school children.

7. A little boy was fishing from the edge of the

8. The brook was so we could jump across it.

9. Do you believe that empty old house near the woods is ?

10. When I opened the door, the broom fell out on me.

11. There are various juices in the body that help to food.

12. At dinner last night we ate oysters that had been in deep fat.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 28.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 73 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Where Barley Grows

Barley will grow in climates which are too severe for wheat or corn, and curiously enough it will also flourish in hot, tropical lands. In fact, what might seem like a poor location for most grain may be a good one for barley.

Such a district is found in the mountainous regions of the far north of Europe, where the raising of barley is the chief agricultural occupation of the peasants. Every bit of land is used, the fields often extending to the very edge of a cliff.

Though nowadays most of the work is done by machinery, there was a time when every member of each peasant household worked in the fields. Young boys and girls helped with the harvesting, and even old men and women. Their hard life was shown in these older faces, gray and set as though they had been carved from granite.



The food of the peasants is poor, their main article of food being black bread made from barley.

They do not have much recreation, but they sometimes have village dances, where the girls look gay in their stiff white caps and bright costumes.

See Your Words

barley

location

grain

mountainous

agricultural

occupation

peasants

cliff

household

granite

recreation

stiff

Know Your Words

1. The suffix **tion** usually makes a verb into a noun. Write nouns for **recreate** and **locate** by dropping silent **e** and adding **tion**: Change **y** to **a** in **occupy** and

add **tion**: Make adjectives from nouns by dropping **e** in **agriculture** and adding **al** and by adding **ous** to **mountain**:
.....

2. Write the compound word:

Write the word containing **cc**:

3. Write the words that rhyme with each other:

..... Write the word that rhymes with **pheasants**:

4. Write the new words that mean:

a kind of rock used for monuments

a steep rock a kind of grain

5. Write the word in which **ai** sounds like **ā**:

..... the word in which **ea** sounds like **ē**:

..... the word in which **e** and **a** come together but have separate vowel sounds:

..... Write **household** and **mountainous** and underline one diphthong in each:

6. Write **barley** and **location** in syllables and show each accent:

Write **agricultural** in syllables and show the primary and secondary accents:

7. Alphabetize the words beginning with **g**:

8. Fill in the missing hard spots:

sti	bar	agr	cultural		
cli	gran	recr	tion		
gr	n hou	hold p	s	nts	
loc	o	upation	mount	n	s

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Mr. Long's is selling books to schools.

2. Mr. Long's is playing golf.

3. There are many buying and selling in the market place.

4. Our consists of Father, Mother, and three children.

5. There seems to be a of sand in my eye.

6. Marble and are two kinds of hard stone.

7. A good for the new high school is hard to find.

8. We reached the top of the after much hard climbing.

9. In a region there is usually little farming.

10. Hot soup was ready for the children's lunch.

11. You will need more starch to make those linen napkins enough.

12. In the early days of our history this country was an one; now its industries are also important.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 30.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 73 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

An Experiment in City Living

Jonathan had come to the city to get a job. He belonged to one of the proud pioneer families who had been tillers of the soil for generations. His family had no income other than that arising from the sale of surplus crops to such friends and relatives as could afford to purchase them.

Some people might think this to be a mean sort of existence, but there were compensations of which even Jonathan was aware. There was good food in abundance. There was a horse to ride, and riding was one of Jonathan's hobbies. A slender, fast, high-tempered mare would whinny and come at his whistle. There was sunshine and fresh air—sunshine which flooded farmhouse and fields, and fresh air blowing in great gusts over the rolling hills. There was a sense of freedom and of safety. Yet Jonathan had come to the city, with all the impatience of youth, to seek adventure, to make money, and to become independent.

Lack of training forced the young man to take the only job he could find—that of guard on the subway. Underground life was novel at first; but soon the absence of fresh air and the presence of a mass of struggling, pushing people, few of whom had any manners, made Jonathan wonder why he was there. In less than three months' time he was back on the farm!

See Your Words

- families
- income
- relatives
- purchase
- hobbies
- safety
- independent
- forced
- subway
- underground
- mass
- manners

Know Your Words

1. Write the past tense of force and purchase by adding d: Now drop silent e in force and purchase and add ing: Write the words with suffixes ent and ty:
2. Prefix in to dependent to form the antonym: Write the antonyms for danger and expense:
3. Write the plural of family and hobby by using the y rule and adding es: Write the plural of manner, relative, and mass, remembering the rule for words ending in s, sh, ch, x:
4. Write the compound word ending with ground:
5. Write the words with double letters:
6. Write relatives in syllables, showing the accent: Mark the vowel in the accented syllable. Write subway and after it the sound of ay: Write the word with the diphthong ou:
7. Write the word with the two i's: the word with the three e's:
8. Fill in the missing hard spots:

ma	f	r	ed	fam	l	s
subwa	saf			undergr	nd	
ma	ers	i	co	ho		s
rel	tives	independ	nt	p	rch	

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.
 1. The Peg likes best are her cousins Ruth and Janet.
 2. Fred's are making airplane models and collecting butterflies.
 3. He expects to the house on the corner.
 4. How many live in that apartment house?
 5. The from Mr. Carter's store is enough to support his family.
 6. For the sake of you should walk on the left-hand side of the road.
 7. In the nickel mines of Ontario men work
 8. It shows good to eat your food quietly.
 9. In 1905 Norway, by a vote of its citizens, became of Sweden.
 10. For graduation a of flowers was arranged at the back of the stage.
 11. The was crowded with people riding home from work.
 12. Mr. Haskell's eyesight became so poor he was to get glasses.

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 32.
 3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 74 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

2. Cross out the words you missed and write them correctly on the lines below:

3. Write below the words you missed today.
Spell them correctly.

Wandering Tribes of the Plains

So far as we know, there were buffalo in North America before there were men. On the other hand, horses were brought here by the Spaniards, and by the eighteenth century, horses were commonly owned by the Indians of the plains.

For generations the scattered tribes of this vast plains region had travelled only on foot; but as they gradually acquired horses, they could roam long distances and explore new regions in search of buffalo. They used tons of buffalo meat for food and numerous hides for clothing and shelter.



Thus, as a result of the introduction of horses, many of the tribes of the plains became wandering tribes, with no permanent homes, little livestock, and nothing but movable possessions. They sometimes set up temporary villages, but they were always ready to break camp when a rider returned with the news that a buffalo herd had been sighted. Then the hunters rode forth, and by enclosing the herd, they were able to slay great numbers of buffalo.

See Your Words

buffalo

generations

scattered

vast

gradually

roam

explore

tons

numerous

livestock

rider

enclosing

slay

Know Your Words

1. Write the new words that mean animals:

..... Write the new words that mean:

to kill very large

2. Put slay or its homonym sleigh in each:

We went on a ride last night.

The hunters rode forth to buffalo.

3. Write the compound word:

4. Write the plural of generation and ton:

..... Write the past tense of explore, roam, scatter, enclose by adding d or ed:

..... Add the suffix ly to gradual, ing to enclose (drop the e):

Make

a noun of the verb ride by adding r:

5. Write the words beginning with hard and soft g:

..... the word ending with ous:

6. Write the one-syllable word in which o sounds like ū: Write the one-syllable words containing ay and oa and beside each write the vowel sound: Write numerous and buffalo. Mark the first vowel in each:

7. Use rider with 's to show possession:

The horse was tired.

8. Write the words that rhyme with mattered and before:

9. Fill in the missing hard spots:

vas t ns sca ered sl

ro bu lo num

r der ncl ing grad

explor gen ra ions liv st

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Did the hunter any deer?

2. White people first came to settle in Canada ago.

3. We burn nine of coal a year.

4. Much goes to be slaughtered for food.

5. I am a stamped, self-addressed envelope for the reply.

6. There are no on the plains now.

7. Father sand over the ice that formed on our sidewalk.

8. Newspapers in foreign languages are sold in Montreal.

9. Bob became a very good skater.

10. When the early settlers came to our eastern coast, forests were everywhere.

11. The stayed on the horse without the help of a saddle.

12. The children liked to through the fields.

13. The scouts will the forest.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 34.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 74 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

The Life Cycle of the Butterfly

The butterfly goes through a very interesting series of changes in his life cycle. He changes completely from one form into another.

This beautiful insect begins life as one of a group of the smallest of eggs, which are attached to a hidden leaf or a twig. It is close to suitable food. If the eggs are laid late in the fall, they will hatch early in the spring. A tiny, wormlike creature emerges and grows into a caterpillar with a long body, most of which consists of stomach. In an attempt to keep this stomach full during the summer season, the caterpillar feeds all the time.

One of the results of this constant feeding is a sleepy feeling in the fall, when the caterpillar attaches itself to a tree or a rock and develops a hard covering over its body. It remains in this chrysalis form over the winter.

In the spring the chrysalis must split in order to allow the butterfly to emerge. This creature is composed of four beautiful, delicately formed wings, a jointed body consisting of head, thorax, and abdomen, and a pair of antennae. In its mouth is a peculiar type of tongue especially adapted to reaching into flowers for the honey on which it chiefly feeds.

See Your Words

series

cycle

completely

smallest

attached

hidden

suitable

attempt

results

constant

split

type

chiefly

Know Your Words

1. Write the two words in which y sounds like i:

..... Write the words containing ui and ie and after each the vowel sound of these letters:

..... Write these words and mark the sound of: the second a in attached

..... the first e in completely
..... i in hidden and split

..... e in attempt
..... u in results

o in constant

2. Write cycle and constant and above each c write its sound:

3. Double the d in hid and add en:
Write the words with the suffixes est, ly, able, ed:

4. Write the antonym of suitable by prefixing un:

..... Write the antonym of largest:

5. Write the words of one syllable:

..... Write results and series in syllables and show the accents:

..... Check with your dictionary.

6. Alphabetize the words beginning with a:

7. Fill in the missing hard spots:

t _ pe ser _ _ s const _ nt hi _ _ en

sp _ _ t s _ _ t _ ble comple _ _ _

ch _ _ fly at _ em _ _ _ a _ _ a _ _ ed

re _ _ lts _ _ c _ _ sm _ _ _ st

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The boy in the school is nicknamed "Tiny".

2. What of house did he buy?

3. It takes a year to finish the of the seasons.

4. We played a of six games.

5. We logs for firewood.

6. The Indian the arrowhead to his arrow.

7. The dog has his bone somewhere in the back yard.

8. Because it was a windy day, her big hat was not a one.

9. I have now finished the sweater for Mother.

10. Aunt Margaret is staying in the country for a while, for a rest.

11. There was shouting from the children in the playground.

12. Every to cross the river ended in failure.

13. One of the of the use of electricity is better lighting.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 36.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 74 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Leaving an Island Harbour

We were sailing soon after sunrise. Early dew lay heavily on the grass as we, carrying our bags, walked the short distance to the dock. It was a heavy, moist morning with a land breeze that gave promise of a hot day when the sun rose.

As we came on board, all the seamen were as busy as bees in a hive, each with his appointed task, working to get the great ship under way. It was quiet, orderly work, but there was excitement in the air, too.

After our bags were stowed away in our state-rooms, we came back on deck to watch our departure from the harbour. We were pulling away from an island in the South Seas—the last spot of green grass and brown earth we would see for many a long day.

As we slowly slid away from the dock, the low range of coastal mountains stood out clearly against the sky, while one lone peak towered tall and upright in the background. The air began to seem less heavy, and a breeze sprang up, tossing a salty spray in our faces.

As the island faded in the distance, a sense of separation from the rest of the world came over us, even though we knew our wireless man was in communication with New York and would give us news bulletins with our breakfast.

See Your Words

dew

dock

moist

breeze

seamen

task

*harbour

coastal

peak

upright

salty

wireless

communication

Know Your Words

1. Write two compound words, using men, right, up, and sea:

Write the singular of seamen:

2. Put dew or its homonym due in each:

The ground was covered with

The payment is today.

After each word write its vowel sound.

3. Add the suffix less to wire:

A suffix often changes a verb to a noun or a noun to an adjective. Write the noun for the verb communicate:

the adjective for the noun coast:

the adjective for the noun salt:

4. Write the words containing oa, ea, ee, and after each the vowel sound of these letters:

..... Write the word containing the diphthong oi:

5. Write synonyms for damp, wharf, work:

6. Write harbour, salty, upright, communication in syllables and show the accent or accents in each:

7. Write the words that rhyme with mask, clock, leak, freeze, tireless:

8. Write the word with ar and our:

9. Fill in the missing hard spots:

tas s lty d h rb r

p k wi less s men

m st upri c st

d br e co unication

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Peg's was to dust her room.

2. The highest mountain in North America is Mt. McKinley.

3. Two helped the pilot climb aboard our ship.

4. The cargo was being unloaded from the ship and piled on the

5. In the there are ships from many lands.

6. The made ripples on the surface of the lake.

7. Now that it has rained, the soil in the garden is

8. Ocean water is too to drink.

9. The sparkled like diamonds.

10. That long, pole on the sailboat is the mast.

11. There is a plain on the eastern side of the country.

12. One means of with Europe is the Atlantic cable.

13. Messages sent by have saved many lives at sea.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 38.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 74 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Law and Crime

"Ignorance of the law is no excuse for crime." So goes an old saying, the meaning of which is perfectly clear: we should be informed, at least in a general way, as to what constitutes an offence, and we also should know something about legal procedure.

When anyone is accused of a crime, it is customary in Canada for the police to procure a document known as a warrant before going to his house or place of business to arrest him. A warrant is also required before the police may search private property.

When a case comes before the judge of a court, the presence of witnesses having knowledge of the offence is required. They are sworn in by the clerk of the court. By means of their testimony and that of the accused person, the counsel on each side seeks, in theory at least, to investigate and to make clear the facts of each case. In all types of court action, full copies of the proceedings are made and kept.

One branch of the law relates to crime and is known as criminal law. Another branch is civil law, under which come cases relating to contracts, or bargains between private citizens.

See Your Words

crime

*offence

document

warrant

presence

knowledge

clerk

counsel

theory

investigate

copies

criminal

contracts

Know Your Words

1. When y is preceded by a consonant, y is changed to i before adding es. Write the plural of **copy** and **theory**:

..... Why doesn't **valley** follow this rule? Add s to **valley** to form its plural:

2. Add 's to **criminal** to show possession:

The record was poor.

3. Write the word with silent k. Write the number of letters in it and the number that are pronounced:

4. Write the words ending with **ence**, **ate**, **ant**, and **ment**:

5. Write the words beginning with **in** and **con**:

Alphabetize the words beginning with c:

6. Write the words with **ff**, **rr**, **tt**:

7. Write **crime**, **presence**, **knowledge**, **investigate**, and after each tell if the c or g is hard or soft:

8. Divide **theory** and **document** into three syllables each and show the accents:

9. Fill in the missing hard spots:

cr ... m ... cl ... rk warr ... nt th ... ry

cop ... coun ... l kno ... le ... e

presen ... invest ... gate o ... en ... e

contra ... s crim ... n ... l d ... c ... ment

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.
1. Did the importance of Mr. Lee's business trip the expense?
2. A you should keep is your diploma.
3. Robbery is a act.
4. How many of the book are needed for this class?
5. Is it an to leave the car parked here all morning?
6. The for the defence questioned the witness.
7. Which waited on you?
8. The for building some new houses have now been signed.
9. His of Spanish was a great help to him in talking with the people of Mexico.
10. Have the firemen a as to how the fire started?
11. He was charged with the of stealing the woman's jewellery.
12. Did they the cause of the accident?
13. The of the mayor at the meeting was unexpected.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
2. Review the words you missed last week. You wrote them on page 40.
3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 74 and write your new words as your teacher says them.
2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Letter to a Sister

Dear Sis:

I realize that your birthday is likely to be here very soon—some time next week, isn't it?—and that you will be 13 yrs. old, and so I am sending you a present. It is a small piece of jewellery. Notify me at once if it doesn't arrive.

Something very funny happened here last week—something that I think you would have enjoyed seeing. The Parker boys next door have a small Shetland pony that weighs only about 300 lbs. and is scarcely bigger than a large dog, and is always getting loose and wandering around. Well, last evening, after dark, we were sitting in the parlour, with the long French windows open to the garden, when in popped the pony! He bumped the table and knocked over the lamp, breaking the bulb. As I tried to catch him, he began to buck. Aunt Grace screamed. She thought all the parlour furniture was going to be ruined. Just at that moment Mr. Parker arrived with a flashlight, caught the pony and took him out.

School is nearly over. I enjoy maths., and mechanical drawing very much—but not chemistry. We are studying rates of evaporation now, and I find it very dull.

Your brother,

Joe.

See Your Words

realize

likely

yrs.

*jewellery

notify

lbs.

*parlour

popped

bulb

buck

*maths.

mechanical

evaporation

Know Your Words



1. Write the abbreviations for years, pounds, and mathematics. An abbreviation is followed by a period: Write the singular of yrs. and lbs. by omitting s:

2. Double the second p in pop and add ed and ing:

3. Write the new words that mean:

concerning machinery

to give notice to to be aware, or

to make real the act of becoming

a vapour to plunge or

a male deer an electrical fixture,

or something to plant

4. Add the suffix: ize to real

al to mechanic ly to like

lery to jewel

ion to evaporate (drop e)

5. Write the words ending in y and after each the vowel sound of y (ī or ī):

6. Write the word containing both our and ar:

..... Write the word with or in it:

7. Alphabetize the words beginning with p and b:

8. Fill in the missing hard spots:

yrs. math not f l s.

b b po ed pa l ur

lik ly jewel y evap ration

b k r lize me anic

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Is it to rain soon?
 2. It is hard to that this house is a hundred years old.
 3. "There, my lesson for tomorrow is done," said Pete.
 4. We admired the bracelets and necklaces in the window of the store.
 5. A device was used to put the boxes on the ship.
 6. We read "Age, 101 " on a tombstone in the old cemetery.
 7. A sign in the vegetable store we passed said, "3 for 25c".
 8. At last my crocus is beginning to sprout.
 9. Ted out of the house as soon as he heard the fire engine.
 10. Will the horse when the cowboy starts to ride him?
 11. We must all the members that the meeting is postponed.
 12. Grandmother kept the shades down so that the carpet would not fade.
 13. It is that causes the clothes on the line to dry.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 42.
 3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 74 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today.
Spell them correctly.

The Beginnings of the French Revolution

The history of France in the eighteenth century is a story of luxury and extravagance on the part of the kings and queens and of back-breaking taxes, poverty, and starvation on the part of the peasants—not a romantic picture.

When Louis XIV died in 1715, his great-grandson, Louis XV, came to the throne—a weak man and a weaker king. He occupied himself at court with the affairs of pleasure, spending enormous sums which he took from the peasants.

After nearly sixty years Louis XV died, and his grandson, Louis XVI, became king. Extravagance increased. He and his Queen, Marie Antoinette, with their numerous "gentlemen in attendance" and "ladies in waiting", led an even gayer life of pleasure.

At last the King found that the constant drain of expenses had left him without money. He appointed a new minister, Turgot, who showed him the meaning of economy. Through the influence of the Queen and the nobles, who thought economy a dull subject, Turgot was dismissed. The King called an assembly, to decide what to do about finances, and then used his troops to try to break it up. Finally the people of Paris rose in revolt, and burned the Bastille, the famous prison, on July 14, 1789. So began the terrifying drama of the French Revolution.

See Your Words

century

romantic

throne

weaker

affairs

enormous

increased

gentlemen

minister

influence

dull

troops

drama

Know Your Words

1. Write weaker to compare two things and weakest to compare three or more things:

This ladder is than that one.

This is the ladder I've ever seen.

2. Using the y rule, write the plural of century:

..... Write the plural of gentleman

by changing man to men:

3. Write the adjective for the noun romance:

..... Write the adjective ending with ous:

4. Write the noun ending in er:

Write it as a verb, meaning to attend or aid:

Nurses to the needs of the sick.

Write the noun ending with ence which may also

be a verb: Add d to form the past tense of influence and increase:

5. Write the compound word with gentle in it:

..... Write the words containing man and fair:

Write the words containing oo, ff, ll:

..... Write the words with or and ur:

6. Write throne and dull and mark each vowel sound: Write the words with ea and after each write the sound of ea:

7. Write the noun that means either a play or a series of exciting or moving events:

8. Fill in the missing hard spots:

dram we ker d l min ster

tr ps enorm s incr ed

cent af rs inf nce

th o r ma tic gent men

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The two old enjoyed talking about their gardens.

2. The stood at attention while they were reviewed by the general.

3. The success of the American Revolution had an on the French.

4. Government are directed from Ottawa.

5. George VI came to the of England in 1936.

6. In Victoria's reign Gladstone was the prime four times.

7. The ancient Greeks often went to the theatre, for they enjoyed

8. Has your weight ?

9. The wooden bridge is than it was before the flood.

10. A knife does not cut well.

11. The expense of carrying on a war in modern times is

12. It is less than a since the first cable message was sent across the Atlantic Ocean.

13. The stories in many of our most popular magazines are of the type.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 44.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 75 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

A Pantry Yesterday and Today

The modern pantry consists mainly of an electric refrigerator containing perhaps a cardboard carton of milk, a head of lettuce, a bottle of olives, and a package of frozen spinach! In addition there may be a kitchen shelf with a row of canisters containing sugar, salt, flour, coffee, cereal, and rice, and a bread box holding sliced white and rye bread. In fact, the younger generation knows nothing of the delights of an old-fashioned pantry.

Forty years ago a pantry was something quite different. It was a very large closet, often with a window, and it was shelved from floor to ceiling. Flour and sugar were there, but in barrels, or in sacks weighing a hundred pounds. On the shelves were pies and cakes and often a pudding stuffed full of raisins. The big stone jar was almost always filled with walnut cookies. Coffee came in the form of little brown beans, which had to be ground in the hand mill, boiled, and drunk at once. Jam, jelly, and preserves were kept, not in the pantry, but in the cellar, where hung fine hams and slabs of bacon. In the winter large pans of milk sat on the pantry shelves waiting for the cream to rise. Little wonder that children were invited to stay *out* of the pantry!

See Your Words

pantry

lettuce

olives

spinach

cereal

rye

younger

pudding

raisins

walnut

drunk

jam

bacon

Know Your Words



1. Write the comparative form of the adjective young by adding the suffix er:

The baby is than his brother.

2. Write the new words for these foods:

dried grapes a kind of dessert

..... a kind of meat

breakfast food made from grain

a preserve made of fruit a kind of nut

..... a grain used for making bread

..... small green or black fruit

green vegetables

3. Change i to u in the verb drink:

Add s to from the plural of walnut, jam, pudding,

raisin, olive:

Add es to pantry (change y to i):

4. Write cereal or its homonym serial in each:

I am reading a story.

I like all kinds of wheat

5. Write the word beginning with the consonant

y: After it put the sound of ou.

Write the words with the vowel y and write the

sound of y or ye:

6. Write the words and mark the sound of:

a in bacon e in lettuce

i in spinach u in drunk

7. Fill in the missing hard spots:

ja dr nk r oliv s

spin ch er al y nger

ba n w nut lett

pant pu ing r s ns

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.
 1. Have you your milk?
 2. We get from the back and sides of a hog.
 3. That tree gives fine shade.
 4. I closed the door.
 5. For breakfast today Mother put a jar of raspberry on the table.
 6. Father's hair was black, not gray, when he was
 7. California grapes are dried in the sun to make
 8. Wheat, rice, corn, and oats are grains that are used for
 9. The are stuffed with red peppers.
 10. Do you like bread that has caraway seeds in it?
 11. The rice Mother made yesterday was delicious.
 12. On your way home will you please buy a head of ?
 13. Since is a hardy plant, it can be planted early in the spring.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 46.
 3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 75 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today.
Spell them correctly.

The Great Painters

The subjects painted by the great painters of the ages have been widely varied, as environment and the thought of the times had influence on the painters.

The work of the early, primitive painters is very different from that of later artists, and the various schools or groups of painters have distinctive characteristics, which aid recognition.

In the late Middle Ages, when the Church was dominant in society, the paintings were almost entirely religious in content. When a classic revival came, pictures showed the Greek and Roman influence. The gay social life of Venice was reflected with great skill in the paintings of that time, and most artists painted the lovely faces of the Venetian maidens.

Many changes in art occurred during the sixteenth and seventeenth centuries, which saw the growth of realism. There is nothing artificial about Velasquez's portrait of the little maid, Princess Margarita, with her golden curls. The favourite subjects of the Dutch painters were landscapes, interior scenes, and portraits—sometimes of singers, sometimes of a barber or any jolly fellow.

In the eighteenth century, some French paintings showed delicate outdoor scenes; while from the English school came portraits of mothers and children.

See Your Words

painters

primitive

recognition

content

skill

maidens

growth

artificial

maid

curls

interior

singers

barber

Know Your Words

1. As a noun **content** usually means that which is contained, or subject matter. Write content in syllables and show its accent as a noun with this meaning:

As an adjective **contented**, or satisfied. Write the adjective in syllables and show its accent:

Write **artificial** and **recognition** in syllables and show each primary and secondary accent. Mark the vowel in each syllable having a primary accent.

2. Write the new words that mean:

ringlets ability to do something well
..... one who cuts hair

3. Write the antonyms for **exterior** and **natural**:

..... Write **maid** or its homonym **made** in each sentence:

The new dress was of silk.

Mrs. Gray's is in the kitchen.

4. Write the word rhyming with **still**:

Write the words ending in **er**, **ers**, or **or**:

5. Write the noun for the verb **grow**:

Write the adjective ending in **tive**:

6. Write the plural of **singer**, **painter**, **barber**, **content**, **curl**:

7. Write the word containing hard **c** and hard **g**:

..... Alphabetize the words beginning with **m**:

8. Fill in the missing hard spots:

c ... rls m ... d cont ... nt barb ... r

sing ... rs s ... i ... reco ... nition

gr ... th artific ... al int ... ri ... r

m ... dens p ... nters prim ... tiv ...

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The in our choir are practising a new hymn.
 2. Two fine Dutch are Frans Hals and Rembrandt.
 3. Mother has saved one of my baby
 4. The of population in this country has been enormous.
 5. In the of the continent there are greater extremes of temperature than there are along the coast.
 6. These people live in huts in the jungle.
 7. The word means "little girl".
 8. Young girls were sometimes called
 9. In of his bravery the soldier received a medal.
 10. Jim has great in carving wooden objects.
 11. My father goes to the for a hair-cut.
 12. The of this book is chiefly historical.
 13. We work by light on dark days.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 48.
 3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 75 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

- 3. Write below the words you missed today. Spell them correctly.**

Typhoid Fever and Tuberculosis

A number of years ago one of the most dread diseases was typhoid fever. The typhoid germ was most often taken into the body in milk or water. Poor living conditions, flies, and lack of proper sewage disposal helped spread the disease. Also, certain people became "typhoid carriers", which meant that after they had recovered, they carried the germs in their own bodies in sufficient strength to infect others. As a result of vaccination and of better sanitation, typhoid has practically disappeared from this country. Since 1913 there have been hardly any cases of people dying from it.

Today, however, we have a disease, tuberculosis, which is equally dreaded. The germs enter the body and often settle in the lungs. In healthy people the cells of the lungs are able to "wall up" the germs, and they do no harm. An operation for tuberculosis is sometimes performed: the infected lung is collapsed so that it may rest and heal. The best cure for this disease is prevention. Any invalid who is suffering from it is kept away from other people as much as possible. To avoid tuberculosis, train yourself in good living habits: eat good food; get plenty of rest, sleep, fresh air and sunshine; and drink pasteurized milk.

See Your Words

- typhoid**
- sewage**
- recovered**
- bodies**
- strength**
- disappeared**
- dying**
- tuberculosis**
- lungs**
- harm**
- cure**
- prevention**
- invalid**
- suffering**

Know Your Words

1. In the story **invalid** is used as a noun to mean a sick person. Write it in syllables and show the accent: The adjective **invalid** means not valid, or without force. Show its syllables and accent:

2. Write the noun which has the suffix **tion** and means the act of preventing:

Add **ing** to **suffer**: Change **ie**

to **y** in **die** and add **ing**: Add **es** to **body** to form the plural (change **y** to **i**):

Add **ed** to **recover**:

3. Write the new words that mean:

waste matter breathing organs
..... a disease most often affecting the lungs

4. Write **sewage** and **typhoid** and after each the vowel sounds of **ew** and **y**:

Circle the diphthong in **typhoid**.

5. Write the words with the prefixes **re**, **pre**, **dis**:

..... Write the word in which
ph sounds like **f**:

6. Write the words with double letters:

7. Write in syllables the word of five syllables, showing both accents:

8. Write the words rhyming with **length**, **farm**, **pure**:

9. Fill in the missing hard spots:

... ure	rec ... vered	stren ...
l ... ngs	bo ... s	t ... oid
h ...	inv ... l ... d	su ... ering
d ... ng	s ... ge	p ... vention
tuberc ... los ... s	di ... a ... eared	

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. During the Spanish-American War many soldiers had fever.

2. An usually spends much of his time in bed.

3. In a person's chest there are two

4. It was so windy that Paul's hat blew off, but he it.

5. Continents are large of land.

6. By putting their toys away, children can help in the of accidents.

7. What is a for hiccups?

8. Did the frost the plants?

9. The from hunger was relieved by the arrival of food.

10. Those roses are

11. The acrobat's is so great he can bend an iron rod.

12. It is now known that a person does not inherit

13. The car down the road in a cloud of dust.

14. The ran in the open gutters in the early days.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 50.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 75 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Zinc and Phosphorus

Not all elements occur in a free state in nature. Some occur as compounds with other substances and must be separated into their pure forms. Zinc, for example, was long a puzzle to early chemists. While it was found in abundance as a compound, zinc sulphide, it was not found in its pure form. Zinc is an important mineral because it mixes easily with other metals. Brass is composed of zinc and copper.

Another chemical not to be found in its pure form is phosphorus. An abundant supply of phosphates is found in bones and in rock containing the bones of ancient animals. From these sources two kinds of phosphorus are obtained—yellow and red. These two chemicals are not at all alike. Yellow phosphorus is a powerful substance that must be handled only by an expert and must be kept under water to avoid its catching fire. It glows in the dark, has a peculiar odour, and is extremely poisonous. When it is heated in an air-tight container to four hundred degrees, it is changed into red phosphorus. And what a change! Red phosphorus has no glow, is odourless, and is not poisonous. Anyone can handle it, and everyone does when he strikes a safety match, for the striking surface contains sand and red phosphorus.

See Your Words

- zinc
- example
- abundance
- compound
- composed
- phosphorus
- abundant
- alike
- powerful
- substance
- peculiar
- *odour
- degrees
- *odourless

Know Your Words

1. Write the adjective ending with ant and the noun ending with ance in these sentences:

We have an of lettuce.

Milk and eggs are this year.

2. Write the new words that mean:

a metal used in making brass divisions
on a thermometer a substance formed when elements unite

3. Write synonyms for material, instance, similar, smell:

..... Write antonyms for weak, different, ordinary:

..... Write the adjective that means without odour: Add the suffix less to power:

4. Alphabetize the words beginning with ab:

5. Add d to compose: Drop e in compose and add ing:

6. Write the word of one syllable and mark the vowel: Write the word containing the diphthong ou:

7. Write the words beginning with ex, de, sub:

Write the words with ar, er, our:

8. Fill in the missing hard spots:

zin	c mposed	ab nd nce
od r	pecul r	od urle
ali	comp nd	subst n e
e ample	ab nd nt	de s
po fu os r s	

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. It is to have a thunderstorm in winter.

2. A word is made up of two or more shorter words.

3. The arithmetic was too hard to do without pencil and paper.

4. The freezing point on this thermometer is at thirty-two

5. Beethoven the "Moonlight Sonata".

6. An important in our bones is calcium.

7. Do you like the of roses?

8. There is an crop of potatoes this year.

9. Nitrogen is an , tasteless gas.

10. The twins look just

11. A locomotive pulled the train up the mountain.

12. The garage has a roof.

13. Usually is obtained in the form of a yellow wax.

14. The pioneer women worked all the morning preparing an of food for those who came to the husking bee.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 52.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 75 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Stagecoach Days in England

In the olden days, during Queen Elizabeth's reign, the roads were in such bad condition, and so little was ever done to improve them, that coaches were not very largely used. Most travelling was done on horseback, and even Elizabeth herself preferred to ride a horse, for her coach had sometimes to be lifted out of the mud of the London streets!

Coaches were first made in Hungary and later introduced into England. Stagecoaches were not used in England until the seventeenth century. The body of a stagecoach was fastened by springs or straps to a framework beneath. Four persons occupied the inside seats, one sat outside with the driver, and two more used the seat behind. A guard sat over the "boot", or the rear end, with his firearms ready to defend the passengers against any beggar or highwayman they might encounter before reaching their destination.

Those adventurous persons who, in spite of the danger dared to travel by stagecoach, were pretty uncomfortable. A coach might travel smoothly enough in the highlands, but in the lowlands the road often became lost in the swamps. All the passengers had to walk through the mud and were not allowed to ride until they got to dry ground again!

See Your Words

- olden
- improve
- coaches
- largely
- lifted
- beneath
- guard
- rear
- passengers
- beggar
- destination
- spite
- smoothly
- highlands

Know Your Words



1. A word that describes a noun is an **adjective**. A word that tells something more about a verb is an **adverb**. Many adverbs are formed by adding **ly** to an adjective. Write **large** or **largely**, **smooth** or **smoothly** in these sentences:

The house was and roomy.

The car ran over the road.

2. Write the compound word with **high** in it:

-
3. Add the suffix: **en** to **old** **ed** to **lift**
..... **ly** to **smooth**, **large**
 - **ar** to **beg** (double **g**)

4. Write the plural of **passenger**, **highland**, **coach**:

..... What rule does **coach** follow?

5. Write the words of one syllable:

-
6. Write **beneath** and **coaches** and after each write the vowel sound in the accented syllable:

Write the word ending in **tion**. Mark the vowel in each accented syllable:

7. Write the words with **gg**, **oo**, **ss**:

-
8. Write the words that rhyme with **dear**, **remove**, **lard**:

9. Fill in the missing hard spots:

re	i	prove	old	n	l	ted
begg	r	g	rd	spi	ben	th
la	g	ly	dest	nation	c	es
sm	thly	hi	lands	pa	ngers	

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. In of the cold, Dick came without his overcoat.

2. Mr. Henderson our basketball team.

3. The long rest caused Mrs. Wheeler's health to greatly.

4. Soldiers the palace all the time the King stays there.

5. The ball is the sofa.

6. Several on the ship were seasick.

7. The pretended that he was lame.

8. Bill the heavy box.

9. The soil is sand.

10. Our boat went over the calm water of the lake.

11. In times there were no radios and no airplanes.

12. The driver asked us to step to the of the bus.

13. We started off on our automobile trip without having a for the first night in mind.

14. In the the hiking was hard, but it was also fun.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 54.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 75 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

The Big Bombers

It has been remarked that the foundation of our air power is the "big gun" of the air—our big bomber.

The biggest of our bombers can carry enough gasoline for long and difficult trips. Though they are practically always accompanied by fighter planes, they are equipped with guns to be used if the flight must be continued alone.

The crew of a bomber is like a football team, only it has a more serious purpose. All the members must consent to work together, and each must do his particular job at the proper moment. Not only that, but each must be prepared to take over other jobs if necessary. Indeed, there have been instances when all but two of a total crew of nine have been killed or wounded, and these remaining two have shown that they could bring the ship back.

An important member of the crew is the man known as the bombardier. He uses a very accurate instrument, the bombsight, which tells him the exact moment to push a button connected with the racks on which the bombs are hung. When he touches the button, down fall the bombs.

When all the bombs have fallen on their objectives, the efforts of the crew are centred on getting back to safety.

See Your Words

remarked

foundation

difficult

practically

continued

purpose

consent

particular

proper

indeed

total

shown

connected

fallen

Know Your Words



1. A word from which other words are made is called the **root word**. The words made from it are **derived words**. Add the prefix **re** and the suffix **ed** to the root word **mark** to form a derived word:

..... Write the new words derived from **show** and **fall**:

2. Write antonyms for **incomplete**, **discontinued**, and **easy**:

3. Write **shown** or its homonym **shone** in each:

The sun brightly on the snow.

The tourist was the places of interest.

4. Write the words containing double letters:

5. Write **consent**, **indeed**, **purpose** in syllables and show the accents:

6. Write the words ending in **er** and **ar**:

7. Alphabetize the words beginning with **f**, **c**, **p**:

8. Fill in the missing hard spots:

tot	remar	ed	p	rp	se	
pro	er	diff	cult	co	e	ted
sho	con	nt	practic	y		
ind	d	f	en	cont	d	
p	ticu		f	nda		

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.
 1. The number of pages is 504.
 2. The of the house is made of cement blocks.
 3. You are welcome
 4. He knew everyone who lived in the town.
 5. I was the garden.
 6. They walking although it had begun to rain.
 7. Mother that we would soon need more gasoline.
 8. The of the exercise is to help us breathe correctly.
 9. The autumn leaves have
 10. When the train stops the next time, another car will be to it.
 11. Did your mother to your going on the hike Saturday?
 12. It was a problem and we tried hard to solve it.
 13. It is not to eat with your knife.
 14. We are to have our hands clean before we eat.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 56.
 3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 76 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today.
Spell them correctly.

The Prime Minister of England

The highest official in the government of England is the Prime Minister. When an election has occurred and one party has secured a majority in the House of Commons—an assembly similar to the Canadian House—the King appoints the leader of the successful party as Prime Minister. He, having accepted, advises the King as to which members of his party are his choice for cabinet ministers, and the composition of the new cabinet is then officially approved by the King. The Prime Minister chooses a cabinet position for himself, too, often that of First Lord of the Treasury.

The Prime Minister has extensive powers over legislation—powers which are far greater than the presidential powers of the President of the United States, or indeed of those of any leader of a republic. Some think that the English system has an advantage over most other forms of government.

The Prime Minister and his cabinet have no specified term of office. When the House of Commons has given them a "vote of no confidence", the entire Cabinet has, according to custom, resigned. Otherwise, they remain in power until a general election changes the majority party.

See Your Words

- official**
- Prime**
- assembly**
- similar**
- successful**
- accepted**
- choice**
- composition**
- officially**
- extensive**
- presidential**
- republic**
- advantage**
- resigned**

Know Your Words

1. Write the derived word formed from the root word **success**: Write the new words derived from the root word **office**:
He is a high in the government.
He was named as a delegate.
2. Write synonyms for **selection**, **broad**, **first**:
.....
Write antonyms for **dissimilar** and **disadvantage**:
.....
3. Write the words with two pairs of double letters:
.....
..... Write the word containing the diphthong **oi**:
4. Write **similar** in syllables and show the accent:
..... Mark the first vowel.
5. Write the past tense of the verbs **resign** and **accept**: Write the adjectives for the nouns **president** and **office**:
.....
6. Write **Prime Minister** with 's to show possession:
He is the choice.
7. Write the words beginning with **ex**, **re**, **pre**, **ad**, **com**:
.....
.....
8. Fill in the missing hard spots:
Pri exten ive advan ge
simil r cepted succe ful
republi offic l as emb
resi ned ch e offic y
pres den al compo

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. France is a

2. It took me an hour and a half to write that

3. In we first salute the flag.

4. I had a of desserts.

5. A consul is an who represents his government in a foreign country.

6. He planned an trip through the South.

7. In studying English a knowledge of Latin is an

8. The mayor opened the tunnel.

9. They his plan.

10. I was in getting the library book I wanted.

11. The senator before his term of office was completed.

12. As minister of England, William Pitt was friendly to the American colonies.

13. Two houses on our street are built and painted in a way.

14. A election occurs in the United States every four years.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 58.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 76 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

Primitive Religion

To primitive man a great many things in the world were a mystery. He knew and could learn something about human beings and animals, but such matters as rain, lightning, heat, dryness and sickness were beyond his crude understanding.

Since they could help or hinder his progress, he thought they possessed magic. He had great faith in his ability to do things that might please these mysterious forces, and he refrained from doing things that might anger them. Thus arose "taboos", or things which were not to be done. Even in our civilized society today some people refuse to do certain "unlucky" things. This attitude of mind we call superstition.

Primitive men came to worship many things in nature. Sometimes people would worship an idol—an image of a god—which they themselves had made. Animals and even human beings were offered up as sacrifices. Places where sacrifices were held became sacred, and men made pilgrimages to these spots to pray and to cast out evil forces. The strange design of stones which still stands at Stonehenge, in England, is believed by some to have been a place of worship; others think it was a monument to the dead.

See Your Words

mystery _____

human _____

beyond _____

crude _____

progress _____

faith _____

arose _____

civilized _____

superstition _____

idol _____

pray _____

cast _____

design _____

monument _____

Know Your Words



1. Write the homonyms **idol** and **idle**, **pray** and **prey** in these sentences:

When the shop closed, many became

In ancient times there was much worship.

The minister will after his sermon.

Cats often on rats and mice.

2. The word **progress** is pronounced differently as a noun and as a verb. Find it in the story as a noun meaning **advancement**. Write it in syllables

and show the accent: Show its syllables and accent as a verb meaning to **advance**: See your dictionary.

3. Write the noun meaning **arrangement**. As a verb this may mean **to plan or sketch**. Write the synonyms for **belief, educated, unrefined**:

-
.....
.....
4. Write the words containing **man, rose, be**:

-
.....
5. Write the words that mean:

a belief founded on fear

something not explained

6. Write the past tense of **arise**:

7. Alphabetize the words beginning with **m, c, p**:

-
.....
8. Fill in the missing hard spots:

ast pr hum n id

be ond aro f th desi

m stery civ lized m ment

cr pro ess supersti ion

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The tree a long shadow.

2. The question of where to hold the picnic this year at the meeting.

3. Jim had that some day he would be a great artist.

4. She believes the that Friday the 13th is unlucky.

5. Great has been made in the treatment of disease.

6. Highly Indians lived in Mexico long ago.

7. Petroleum is oil.

8. There have been beings on the earth for thousands of years.

9. To early man the cause of thunder and lightning was a

10. Did the people for rain?

11. The explorers were told that they would find a mighty river the mountain range in the distance.

12. A was built in memory of those who died for their country.

13. The in the Indian blanket represents good fortune.

14. Outside the Far Eastern city the tourists saw a huge

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 60.
 3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 76 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today.
Spell them correctly.

A Great Scientist

In her book, *He Conquered Death*, the biography of Sir Frederick Banting, Margaret Mason Shaw has given an excellent description of this great Canadian scientist, the discoverer of the insulin treatment of diabetes.

He came from a farm in Ontario to study medicine at Toronto. After serving in World War I, where he was mentioned in despatches and won the Military Cross, he began research on the problem of diabetes. He met with many set-backs, but, happily for mankind, he overcame them. Finally he and his colleagues were able to explain how insulin could be used to check diabetes.

Banting became world-famous overnight, and received a knighthood and many other honours. However, he remained the same quiet, modest doctor, staunch in his friendships and tender even to the animals he used for his experiments. He was never ashamed of his humble origin or of the friends of his early days.

He met his death tragically in 1941, when the bomber in which he was travelling to England crashed in the vicinity of the Newfoundland coast. It was a matter of profound regret to the whole world to hear of the death of a man to whom humanity was so deeply indebted for his singular contribution to the cause of science.

See Your Words

- biography
- description
- mentioned
- research
- happily
- explain
- friendships
- tender
- ashamed
- origin
- vicinity
- regret
- indebted
- singular

Know Your Words

1. Write the words ending with ar and er:

.....

2. Write the word with double p:

with silent b: with ph which sounds like f:

3. Write the words ending with ship and tion:

Add ed to mention, explain, regret (double the t):

..... Change y to i in happy and add ly:

..... Change y to i in biography and add es: Add s to form

the plural of origin:

4. Write a derived word by adding a prefix and a suffix to the root word debt:

Write the words with the prefixes de, ex, and re:

5. Write vicinity and after it the vowel sound of y: Write friendship and after it the sound of ie:

6. Write the words rhyming with fender and named:

7. Write the words that mean:
referred to

neighbouring region

unusual, or the opposite of plural

the beginning

8. Fill in the missing hard spots:

regr ... t	vi ... inity	sing ... l ... r
tend ...	inde ... ted	biogra ... y
happ ... ly	expl ... n	fr ... ndships
asham ...	d ... scription	or ... g ... n
res ... rch	men ... ion	

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. We are to our neighbour for some fine tulip bulbs.

2. This of a swarm of locusts is an excellent one.

3. Scientists are always carrying on into the cause and cure of disease.

4. Many were formed during that summer holiday.

5. This is of one of the great men of all time.

6. The child played

7. Have you read the historical novel the teacher today?

8. The word "flower" is a noun.

9. These little plants will be killed by frost.

10. Jack was of his dirty hands and face.

11. Can you the wireless telephone?

12. I my rudeness.

13. In the of our school there is a beautiful park.

14. Many famous people have been of lowly

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 62.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 76 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

The Hudson's Bay Company

The history of the Hudson's Bay Company covers almost two centuries. In 1670 a "company of adventurers" applied for and received a charter from the King of England permitting them to engage in fur trading, whenever they pleased, in a great stretch of land around Hudson Bay.

Fur trading was then one of the great industries of the western hemisphere. The company's first expedition set out for Canada and was greeted kindly by the Indians, who gladly trapped the animals and brought the skins to the nearest of the newly-built posts. There they exchanged the furs for cheap beads, knives, blankets, and other articles which they wanted. The traders remained at their posts, which were located near the biggest Indian camps so that the trappers would not have far to travel to sell their furs.

This industrial enterprise was so successful that another company, the Northwest Fur Company, sprang up. Finally, in 1821, they united under the name of the Hudson's Bay Company. This company did a thorough job of governing the people in its territory and opening up much fertile land to the west. In 1869 the British Government bought the land for Canada.

See Your Words

applied

whenever

industries

hemisphere

expedition

greeted

trapped

nearest

cheap

traders

trappers

industrial

thorough

fertile

Know Your Words



1. Write the new words derived from trap.

Changing y to i,
add ed to apply, es and al to industry:

Add er, est to near:

2. Write the words that mean:

people who trade

half of a globe

rich and productive

3. Write antonyms for expensive and incomplete:

4. Write the compound word ending with ever:

..... Write the words with double letters:

5. Write these words in syllables and show the accent or accents in each: thorough, hemisphere, fertile, whenever, expedition.

6. Write the words that rhyme with invaders, leap, sleeted, dearest:

7. Alphabetize the words beginning with in:

8. Fill in the missing hard spots:

ch _____ p	appl _____ d	th _____ eugh
------------	--------------	---------------

trad _____ rs	gr _____ ted	tra _____ ers
---------------	--------------	---------------

w _____ enever	exp _____ dition	industr _____ l
----------------	------------------	-----------------

tra _____ ed	fert _____	n _____ r _____ st
--------------	------------	--------------------

industr _____ s	hemis _____ e
-----------------	---------------

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.
1. The man a second coat of paint to the walls.
2. In the southern it is winter when north of the equator it is summer.
3. During the war many women were employed in various
4. The soil of the Nile Valley is
5. The of Lewis and Clark took them to the west coast.
6. A search will be made for the missing ring.
7. The people the election news with shouts and applause.
8. Joe a bear.
9. The brought sugar and molasses to the seaports.
10. I was afraid these shoes would not wear well because they were
11. Because the workers are now taught safety, there are fewer accidents.
12. We take the bus it is stormy.
13. The got these furs in the Canadian woods.
14. Where is the garage?

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
2. Review the words you missed last week. You wrote them on page 64.
3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 76 and write your new words as your teacher says them.
2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

The Perfect Specimen

In recent years aviation has developed so enormously that the skies of today are often full of planes. We hardly even glance as one passes overhead, flashing brightly in the sun. Seldom do we think about the pilot in charge of the plane; and yet, the man who sits at the controls comes as near being a "perfect specimen" of young manhood as can be found. Perhaps he is an old-timer, the winner of a medal or two; perhaps he is a new pilot who has just received his commission and wears the uniform of the R.C.A.F.

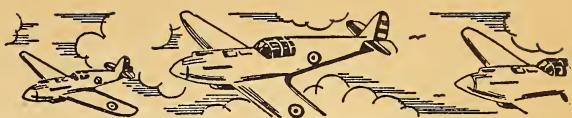
An Air Force pilot must be almost physically perfect in every respect. He must pass a rigid physical examination. His eyes must have nearly perfect muscle balance; and his hearing, reflexes and general condition must also be of a very high standard.

If he passes this collection of tests, he goes through ground training school, initial flying school and then service flying school. At the end of about the tenth month or so, his day of victory arrives, and he is given his "wings".

See Your Words

- recent**
- aviation**
- skies**
- glance**
- brightly**
- winner**
- medal**
- commission**
- uniform**
- respect**
- balance**
- collection**
- tenth**
- victory**

Know Your Words



1. Write the words with the prefixes **re**, **uni**, **com**:

..... Write the words ending

with: **al** **ly**

ance

tion

2. Write the word for 10th:

3. Using the **y** rule, write the plural of **victory** and **sky**:

Double the **n** in the verb **win** and add **er** to form

a noun meaning one who wins:

Add **ion** to the verb **collect** to form a noun meaning that which is collected:

4. Write antonyms for **dimly**, **loser**, **disrespect**:

5. Write the words that mean:

heavens triumph or conquest

..... to look quickly

the science of flying

the numeral following ninth

6. Write **recent**, **medal**, **balance**, **uniform**, **aviation**, and **commission**, showing syllables and accents:

..... Mark the vowel in each accented syllable.

7. Fill in the missing hard spots:

re **ent** **ten**

sk **s** **un** **form** **wi** **er** **respe**

bri **tly** **vict**

b **l** **nce** **m** **d**

co **i** **ion**

Write Your Words

1. You teacher will read the sentences. Listen for the words you are to write.

1. One of fifty is five.

2. Jerry had a fine of old coins.

3. The stars shone

4. The were sunny all day.

5. Did he break an record in his flight across the continent?

6. A was given to the boy for rescuing the child.

7. The Boy Scout was proud to wear his new khaki

8. What is the most news regarding the arrival of the ship?

9. I have great for the courage of our first colonists.

10. Who was the of the national typewriting contest?

11. A is seeking ways to make the city less noisy.

12. She kept her on the tightrope perfectly.

13. I'll just at the headlines in the newspaper.

14. A great was won in the battle that day.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them on page 66.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 76 and write your new words as your teacher says them.

2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today. Spell them correctly.

The Dominion of Canada

When the movement for Canadian confederation came to a head in 1867, and the Canadian delegates went to London for a conference with the Colonial Office, the question arose of what the new confederation should be called.

The title of "Dominion" was finally chosen on the advice of one of the delegates who happened to read in the Bible the words: "His dominion shall be from sea even to sea, and from the river even to the ends of the earth".

At that time, of course, Canada did not reach from sea to sea, for the only members of the confederation were Upper and Lower Canada — now Ontario and Quebec—Nova Scotia and New Brunswick. Gradually, however, the description came to be true.

In 1869, Canada acquired from the Hudson's Bay Company most of their vast territory, and out of part of it Manitoba was formed in 1870. The dream of a Canada stretching from Atlantic to Pacific was realized when, in 1871, British Columbia was brought into the union.

As for the rest of the provinces, Prince Edward Island joined the Dominion in 1873; and much later, in 1905, the new provinces of Alberta and Saskatchewan were created from other parts of the Hudson's Bay Company's territory.

Newfoundland did not choose to join the confederation in 1867. However, in March of 1949, she became the tenth province of the Dominion.

See Your Words

- London
- Dominion
- Canada
- Ontario
- Quebec
- Nova Scotia
- New Brunswick
- Hudson's Bay
- Manitoba
- British Columbia
- Prince Edward Island
- Alberta
- Saskatchewan
- Newfoundland

Know Your Words

1. Alphabetize all the words.
2. Write the name of the province that means New Scotland.
3. Which of the new words could be used without capital letters?
Write a sentence containing each one, using small letters.
....
....
....
4. Write the name of your own province and the names of six cities and towns in it.
5. The father of Queen Victoria was Prince Edward Augustus. Which province was named in his honour?
6. Write the name of the province where French is mostly spoken.
7. One of the provinces was once called New Caledonia. In 1867 it was re-named by Queen Victoria in honour of Columbus. Which was it?
....
8. Many Canadian place names have an Indian origin. Write the name of the province derived from the Indian words, "mine" (water) and "toba" (prairie).
9. King George III was descended from the European House of Brunswick. Which province was named in his honour?
10. Write the compound word of three syllables.
....
11. One province takes its name from the lake which it contains, and which the Indians called "kanaderio" (sparkling water). Write the name of this province.
12. Fill in the missing hard spots:
Ont ... r ... o L ... nd ... n D ... min ... n
Sas ... ch ... an C ... l ... m ... a
Man ... t ... a Q ... b ... Al ... rta
Pr ... n ... Ed ... d I ... and
N ... a S ... t ... C ... n ... a
N ... Br ... n ... ic ... N ... f ... ndland
H ... ds ... n's B ...

Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.
 1. The Capital of the British Isles is
 2. The three "Prairie Provinces" are
..... and
 3. Part of is an island off the east coast of Canada.
 4. and
..... are two of the Maritime Provinces.
 5. The Company once owned large tracts of Canada.
 6. Canada ranks as a in the British Commonwealth of Nations.
 7. This great country of ours is called
 8. In the province of there is a lake of the same name.
 9. Many of the people of the province of speak only French.
 10. The province of is the most westerly in Canada.

2. Cross out the words you missed and write them correctly on the lines below:

Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
 2. Review the words you missed last week. You wrote them on page 68.
 3. Your teacher may ask you to learn some of your extra words or some of your own words.

Write Your Words Again

1. Turn to page 77 and write your new words as your teacher says them.
 2. On the lines below write the words you missed last week. If you learned any other words, write them here, too.

3. Write below the words you missed today.
Spell them correctly.

Your Friday Tests

Lesson 1

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 2. Put the number you spelled right on your progress chart on page 79.

Lesson 3

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 6. Put the number you spelled right on your progress chart on page 79.

Lesson 2

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 4. Put the number you spelled right on your progress chart on page 79.

Lesson 4

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 8. Put the number you spelled right on your progress chart on page 79.

Your Friday Tests

Lesson 5

- 1
2
3
4
5
6
7
8
9
10
11
12

Cross out the words you missed and write them on page 10. Mark your chart on page 79.

Lesson 7

- 1
2
3
4
5
6
7
8
9
10
11
12

Cross out the words you missed and write them on page 14. Mark your chart on page 79.

Lesson 9

- 1
2
3
4
5
6
7
8
9
10
11
12

Cross out the words you missed and write them on page 18. Mark your chart on page 79.

Lesson 6

- 1
2
3
4
5
6
7
8
9
10
11
12

Cross out the words you missed and write them on page 12. Mark your chart on page 79.

Lesson 8

- 1
2
3
4
5
6
7
8
9
10
11
12

Cross out the words you missed and write them on page 16. Mark your chart on page 79.

Lesson 10

- 1
2
3
4
5
6
7
8
9
10
11
12

Cross out the words you missed and write them on page 20. Mark your chart on page 79.

Your Friday Tests

Lesson 11

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 22. Mark your chart on page 79.

Lesson 13

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 26. Mark your chart on page 79.

Lesson 15

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 30. Mark your chart on page 79.

Lesson 12

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 24. Mark your chart on page 79.

Lesson 14

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 28. Mark your chart on page 79.

Lesson 16

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Cross out the words you missed and write them on page 32. Mark your chart on page 79.

Your Friday Tests

Lesson 17

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

Cross out the words you missed and write them on page 34. Mark your chart on page 79.

Lesson 18

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Cross out the words you missed and write them on page 36. Mark your chart on page 80.

Lesson 19

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Cross out the words you missed and write them on page 38. Mark your chart on page 80.

Lesson 20

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Cross out the words you missed and write them on page 40. Mark your chart on page 80.

Lesson 21

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Cross out the words you missed and write them on page 42. Mark your chart on page 80.

Lesson 22

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Cross out the words you missed and write them on page 44. Mark your chart on page 80.

Your Friday Tests

Lesson 23

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Cross out the words you missed and write them on page 46. Mark your chart on page 80.

Lesson 25

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Cross out the words you missed and write them on page 50. Mark your chart on page 80.

Lesson 27

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Write the words you missed on page 54. Mark your chart.

Lesson 24

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____

Cross out the words you missed and write them on page 48. Mark your chart on page 80.

Lesson 26

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____

Write the words you missed on page 52. Mark your chart.

Lesson 28

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____

Write the words you missed on page 56. Mark your chart.

Your Friday Tests

Lesson 29

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

Write the words you missed on page 58. Mark your chart.

Lesson 30

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

Write the words you missed on page 60. Mark your chart.

Lesson 31

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

Write the words you missed on page 62. Mark your chart.

Lesson 32

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

Write the words you missed on page 64. Mark your chart.

Lesson 33

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

Write the words you missed on page 66. Mark your chart.

Lesson 34

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

Write the words you missed on page 68. Mark your chart.

Lesson 35

1	7	13
2	8	14
3	9	15
4	10	16
5	11	
6	12	

Write the words you missed on page 70.

Your Half-Year Review Test

Write the words as your teacher says them.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	

17	34
18	35
19	36
20	37
21	38
22	39
23	40
24	41
25	42
26	43
27	44
28	45
29	46
30	47
31	48
32	49
33	50

Cross out the words you missed and write them on these lines. Review them when you have time.

.....
.....
.....
.....
.....

Your Final Review Test

Write the words as your teacher says them.

Write the words as your teacher says them.		
1	17	34
2	18	35
3	19	36
4	20	37
5	21	38
6	22	39
7	23	40
8	24	41
9	25	42
10	26	43
11	27	44
12	28	45
13	29	46
14	30	47
15	31	48
16	32	49
	33	50

Cross out the words you missed
and write them on these lines.
Review them when you have time.

Your Progress Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

1	2	3	4	5	6	7
12	12	12	12	(12)	(12)	(12)
11	(11)	(11)	(11)	11	11	11
(10)	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1

How to Mark Your Progress Chart

The bottom chart shows how to mark your chart at the top of the page. If you spelled 10 words right on page 71 the first week, draw a circle around 10. If you spelled 11 words right the second week, draw a circle around 11 and draw a line between 10 and 11.

Each week draw a circle around the number of new words you spelled right on your Friday test and draw a line from last week's number. Try to reach the top and stay there.

Your Progress Chart

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
13	13	13	13	13	13	13	13	14	14	14	14	14	14	14	14	14
12	12	12	12	12	12	12	12	13	13	13	13	13	13	13	13	13
11	11	11	11	11	11	11	11	12	12	12	12	12	12	12	12	12
10	10	10	10	10	10	10	10	11	11	11	11	11	11	11	11	11
9	9	9	9	9	9	9	9	10	10	10	10	10	10	10	10	10
8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9
7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8
6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7
5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6
4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5
3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

18 19 20 21 22 23 24

13	13	13	13	(13)	(13)	(13)
12	(12)	(12)	(12)	12	12	12
(11)	11	11	11	11	11	11
10	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1

How to Mark Your Progress Chart

The bottom chart shows how to mark your chart at the top of the page. If you spelled 11 words right on your Friday test for Lesson 18, draw a circle around 11. If you spelled 12 words right the next week, draw a circle around 12 and draw a line between 11 and 12.

Each week draw a circle around the number of new words you spelled right on your Friday test and draw a line from last week's number. Try to reach the top and stay there.

Your Hard Words

Review these words whenever you have time. Now and then your teacher will test you on them.

Your Hard Words

Alternative Spelling

If your teacher so advises, you may use this spelling of the words listed below. (See note under "How to Use Your Book" inside front cover.) The page numbers refer to the lessons in which these words are taught.

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Your Extra Words

Here are your extra words in the order of their importance. These same words appear in alphabetical order in your dictionary, where they have stars in front of them. If your teacher asks you to learn your extra words in the order of their impor-

tance, be sure to find each word in your dictionary and to notice how it is pronounced and what it means.

Put a check mark (✓) beside each extra word you learn.

1. textile	44. spare	87. blame	130. medicinal	173. crusade
2. tasteless	45. gutters	88. manage	131. concerning	174. debated
3. gatherers	46. pronoun	89. enjoyable	132. frame	175. inventor
4. bond	47. wrapping	90. merchant	133. command	176. evaporate
*5. colourless	48. nitrogen	91. knit	134. shack	177. boss
6. determined	49. commonly	92. bass	135. coin	178. angle
7. hurriedly	50. dissolved	93. turnips	136. develop	179. pork
8. pineapples	51. winning	94. Continental	137. cushion	180. driven
9. nervous	52. trapping	95. meanwhile	138. damage	181. effort
10. M.P.	53. vats	96. mysterious	139. softly	182. cloudy
11. murmur	54. heaven	97. crippled	140. transport	183. ashore
12. interrupt	55. crushed	98. educational	141. hitting	184. precious
13. fairly	56. muscles	99. ambition	142. partner	185. fault
14. spoken	57. aviator	100. entrance	143. dome	186. worn
15. companies	58. destroyed	101. northeast	144. motorboat	187. wealth
16. extent	59. appearance	102. pale	145. ordinary	188. yr.
17. former	60. arrest	103. severe	146. rattlesnake	189. tone
18. manly	61. tipped	104. beard	147. support	190. limits
19. cheeks	62. sunset	105. glorious	148. eager	191. snowy
*20. catalogue	63. cemetery	106. doorway	149. rare	192. guilty
21. inhabitants	64. bullets	107. gentleman	150. cultivated	193. unusual
22. features	65. rattle	108. perfectly	151. revealed	194. extended
23. avoid	66. macaroni	109. original	152. loss	195. backwards
24. awakened	67. scarlet	110. watchman	153. enforcement	196. truth
25. subscription	68. earliest	111. variety	154. yield	197. poet
26. dashed	69. tug	112. easiest	155. discouraged	198. horrible
27. locomotive	70. composers	113. architecture	156. latter	199. refreshments
28. thoroughly	71. delicious	114. commander	157. clumps	200. sprang
29. stagecoach	72. flight	115. surrendered	158. cable	201. sighed
30. waterfalls	73. freight	116. solution	159. demanded	202. substitute
31. elements	74. literature	117. snails	160. darling	203. knitting
32. insisted	75. longest	118. ceiling	161. dive	204. microscope
33. chapter	76. quail	119. claimed	162. punished	205. banquet
34. final	77. seventeen	120. hero	163. select	206. privileges
35. flax	78. stripes	121. libraries	164. incident	207. erected
36. fog	79. willow	122. oxen	165. curious	208. exact
37. goal	80. possession	123. sense	166. explorer	209. abandoned
38. hardships	81. gentle	124. proteins	167. plurals	210. fireproof
39. lap	*82. week-end	125. resistance	168. private	211. nerves
40. laughter	83. action	126. federal	169. deck	212. inquired
41. nephew	84. conducted	127. entire	170. percentage	213. conversation
42. ragged	85. astonished	128. event	171. mammals	214. imagination
43. roast	86. exactly	129. odd	172. Red Cross	215. sources

Your Own Words

Write here the words which you need to learn but which you have not had in your lessons so far. Study these words whenever you have time.

Write here the words which you
need to learn but which you have
not had in your lessons so far.
Study these words whenever you
have time.

The worksheet is designed for handwriting practice. It includes a vertical column of text instructions on the left and three vertical columns of handwriting lines on the right. Each column of handwriting lines contains five rows, each row consisting of a solid top line, a dashed midline, and a solid bottom line.

Your Dictionary

In your dictionary you will find all your new words for this year in the order of the alphabet. Your dictionary shows how a word is spelled, how it is divided into syllables, how it is pronounced, what part of speech it is, what it means, and how it is used in a sentence.

The numbers which appear in heavy type after the

pronunciation show the page on which the word is taught. The words which have stars in front of them are your extra words, which are not taught in the lessons. Your teacher may ask you from time to time to learn these words by yourself. On page 83 they are listed in the order of their importance.

Abbreviations

The abbreviations used in this dictionary are as follows:

adj. adjective
adv. adverb

conj. conjunction
interj. interjection

n. noun
prep. preposition

pron. pronoun
v. verb

Key to Pronunciation

Some letters have different sounds. The different sounds of each letter are marked in this dictionary. The marks

are shown here as they are used in words you know. They are also at the foot of each page in the dictionary.

ä as in ate	ě as in met	ö as in old	ü as in us	oi as in oil
ă as in at	ĕ as in baker	õ as in not	û as in turn	tü as in nature
ă as in are	ĕ as in begin	ô as in obey	û as in unite	th as in then
â as in care		ô as in or		th as in thin
ă as in glass		ô as in soft	öö as in shoot	zh as in garage
é as in we	i as in ice	ü as in use	öö as in foot	
	ĭ as in is		ou as in about	

ABANDONED

A

***a ban'doned** (à băñ'dünd). *v.* Left. The ship was sinking before the captain *abandoned* it.—*adj.* Deserted. The *abandoned* house was falling to pieces. **a bun'dance** (à bün'dăns) 53. *n.* Great plenty. There was an *abundance* of food in the house. **a bun'dant** (à bün'dănt) 53. *adj.* Plentiful. The farm still produces *abundant* food.

ac cept'ed (ák sëp'tëd) 59. *adj.* Taken as true. It is an *accepted* fact that we should all learn to read.—*v.* Repplied favourably to an invitation or appointment. We *accepted* the invitation.

ac'cu rate (ák'ü rät) 27. *adj.* Correct. 1. The *accurate* time is broadcast over the radio every hour. 2. Every detail in Tom's story was *accurate*.

***ac'tion** (ák'shün). *n.* Cromwell was a man of *action*.

a dopt'ed (á döp'tëd) 17. *v.* Made one's own. The Smiths have *adopted* a baby.

a dop'tion (á döp'shün) 17. *n.* Making one's own. The *adoption* of a child is a legal process.

ad van'tage (ăd ván'tij) 59. *n.* Something that is of use or benefit. Correct spelling is an *advantage* in writing.

af fairs' (ăf färz') 45. *n.* Matters. The teacher is busy with school *affairs* until four o'clock.

aft'er wards (áf'tér wérds) 23. *adv.* Later. We studied first and ate *afterwards*.

ag'ri cul'tur al (ág'rí kül'tür ăl) 31. *adj.* Having to do with farming. Farm. Beef and wheat are *agricultural* products.

ag'ri cul'ture (ág'rí kül'tür) 3. *n.* Farming. *Agriculture* is the great industry that produces our food.

aid (ăd) 7. *v.* Assist. The nurse came to *aid* the sick child.—*n.* Assistance. His *aid* was given just in time.

Al'ber'ta (äl'bür'ta) 69. *n.* Province of N. W. Canada; 255,285 sq. m.; pop. 772,782.

al'i'en (äl'yén) 17. *n.* Foreigner. A person who comes to Canada from a foreign country is an *alien*.

a like' (å lik') 53. *adj.* Similar. Very few people look *alike*.

al le'giance (ă lë'jäns) 17. *n.* Loyalty.

ARCHITECTURE

We pledge our *allegiance* to Canada.

***am bi'tion** (äm bish'ün). *n.* Eager desire. My *ambition* is to be a nurse.

an'cient (än'shënt) 9. *adj.* Very old. The Great Wall of China was built in *ancient* times.

***an'gle** (äng'g'l) *n.* 1. The space between two lines which meet. A right *angle* has 90 degrees. 2. The lady wore her hat tipped at an *angle*.

an'ounce' (ă nouns') 17. *v.* Tell to the public. The teacher will *announce* the names of the winners.

***ap pear'ance** (ă pér'äns). *n.* 1. His unusual *appearance* caused laughter. 2. The visitor's *appearance* at school was a surprise.

ap plied' (ă plid') 65. *v.* 1. Asked. She has *applied* for a position. 2. Put to use. He *applied* his talents with great success.

***ar'chi tec'ture** (är'kî tek'tür). *n.* 1. Style of building. The school building was inspired by Greek *architecture*. 2. *Architecture* is the science and art of building.

ar'gu ment (är'gū mēnt) 13. *n.* Reasoning. Dispute. We had an argument about the baseball game.

ar'mies (är'mīz) 23. *n.* Organized bodies of men trained to fight. The British, American, and French armies fought in France in World War I.

a rose' (à rōz') 61. *v.* Sprang up. Came into being. That custom arose years ago.

***ar rest'** (ä rěst'). *v.* Seize on a charge of breaking the law. We knew the police would arrest the burglar.

ar'tifi'cial (är'tif'ish'äl) 49. *adj.* Not natural. Ann put the artificial roses in a vase.

a shamed' (à shāmd') 63. *adj.* John was ashamed that his report card was so poor.

***a shore'** (à shōr'). *adv.* To the shore. Before a boat leaves, someone calls: "All ashore that are going ashore!"

as sem'bly (ä sém'bli) 59. *n.* Legislature or other kind of meeting. We have assembly at school every Friday afternoon.

***as ton'ished** (äs tōn'ish't). *adj.* Very much surprised. Alice was astonished to hear her name called.

at tached' (ä tăcht') 37. *v.* 1. Fastened. The boy attached the wheel to the bicycle. 2. Added. The secretary attached his name to the minutes of the meeting. 3. Bound by love. Parents are attached to their children.

at tempt' (ä tēmpt') 37. *v.* Try. I will attempt to learn to swim during the summer.—*n.* That was a poor attempt at diving.

a vail'a ble (ä văl'ä b'l) 5. *adj.* Able to be had. We bought the last available tickets for the school play.

a'vi a'tion (ä'vī ä'shün) 67. *n.* The art or practice of flying. Aviation has shown great progress in the last few years.

***a'vi a'tor** (ä'vī ä'tér). *n.* A person who flies an airplane. The aviator flew the airplane from Winnipeg to Vancouver.

***a void'** (ä void'). *v.* Keep away from. We wear rubbers in the rain to avoid catching cold.

***a wak'en ed** (ä wák'ënd). *v.* Woke. The alarm awakened me at seven.

B

***back'wards** (băk'wĕrdz). *adv.* Toward

the back. Can you skate backwards? **ba'con** (bă'kün) 47. *n.* We had bacon and eggs for breakfast.

bal'ance (băl'ăns) 67. *n.* 1. Steadiness. I lost my balance and fell. 2. Remainder. My bank balance is very low.

***ban'quet** (băng'kwĕt). *n.* A formal, expensive dinner. The men's club had a noted speaker at its annual banquet.

bar'ber (bär'bér) 49. *n.* The barber cuts hair and shaves people.

bar'ley (bär'lé) 31. *n.* Grain used for food. The Indians raised barley.

***bass** (băs). *n.* A fish. We went fishing and caught one bass.

***bass** (băs). *n.* In music, the part with the deepest tones. My uncle sings bass in our choir.

bat'tle field' (băt'l fĕld') 23. *n.* A place where a battle is fought. There is many a famous battlefield in France.

***beard** (bĕrd). *n.* Hair on a man's chin and cheeks. In the old picture my great-grandfather has a long beard.

beg'gar (bĕg'är) 55. *n.* In his hat the beggar collected five dollars in nickels and dimes from passers-by.

beneath' (bĕ nēth') 55. *prep.* The snow is beneath the tree.—*adv.* We saw the wheels and axles beneath.

be yond' (bĕ yōnd') 61. *prep.* 1. It was beyond all comparison. 2. The house is beyond the church. 3. The price of the tickets was beyond what we could afford.

bi og'rā phy (bi ög'ră fĭ) 63. *n.* The story of a person's life. The biography of a famous person can often teach us much.

***blame** (bläm). *n.* We try to put the blame on the person who caused the accident.—*v.* Don't blame me for something I did not do.

blown (blōn) 9. *v.* 1. My hat was blown off by the wind. 2. The balloon was blown up so big that it burst.

bod'ies (bōd'ëz) 51. *n.* Exercise makes strong bodies. Oceans are large bodies of water.

***bond** (bōnd). *n.* 1. Families are held together by a bond of affection. 2. A Government bond pays nearly three per cent interest.

***boss** (bōs). *n.* A person in charge. The foreman is the boss of the shop.—*v.* Give orders to. Some people try to boss others.

bound (bound) 21. *v.* The burglar bound our hands.—*adj.* The train was bound for the West. The man was bound to rent the house for a year. **breath** (brěth) 5. *n.* I ran so fast that I was out of breath.

breath'ing (brěth'ing) 5. *v.* The runner was breathing heavily at the end of the race.

breeze (brēz) 39. *n.* The breeze ruffled the curtains.

bright'ly (brit'lī) 67 *adv.* The room was brightly lighted for the party.

Brit'ish Co'lum'bí'a (brít'ish kō'lüm'bí'a) 69. *n.* Westernmost province of Canada; 366, 255 sq. m.; pop. 785,000.

buck (bük) 43. *n.* A male deer is a buck.—*v.* When horses buck, they jump and land on their front feet with their heads down and their backs up.

buf'fa lo (buf'ä lō) 35. *n.* The Indians killed the buffalo for food and skins.

bulb (bulb) 43. *n.* 1. An electrical fixture. We use a 60-watt bulb in the kitchen. 2. The tulip grows from a bulb.

***bul'lets** (bööl'ëts). *n.* The soldier puts bullets in his gun.

C

***ca'ble** (kă'b'l). *n.* A cable is a set of wires used for sending telegraph messages under the water, or a strong wire rope used for suspension bridges, and so forth.

Can'a'da (kăñ'ä'dă) 69. Dominion of, federation of ten provinces and two territories in North America, belonging to the British Empire.

car'bo hy'drates (kăr'bō hī'dräts) 11. *n.* Starch and sugar are carbohydrates because they contain carbon, hydrogen, and oxygen.

car'bon (kăr'bōn) 19. *n.* 1. We must eat foods that contain carbon. 2. Carbon is found in coal and in diamonds. 3. A copy of a letter can be made with a carbon.

cast (kăst) 61. *n.* 1. Actors in a play are called the cast. 2. I put my little clay figures in a cast to mould them.—*v.* 1. She cast off her old clothes. 2. Did you cast your vote for the new officers?

***cat'a logue** (kăt'ä lōg). *n.* 1. The catalogue in the library lists all the available books. 2. We received a catalogue from the store listing everything it has for sale.—*v.* The teacher

asked me to *catalogue* the art work in our room.

*ceil'ing (sēl'īng). *n.* The boy threw the ball so high that it hit the *ceiling*.
cells (sēlz) 11. *n.* 1. Prisoners live in *cells*. 2. Plants, animals, and human beings are made up of *cells*.

*cem'e ter'y (sēm'ē tēr'ē). *n.* We bury the dead in a *cemetery*.

cen'tu ry (sēn'tū rē) 45. *n.* One hundred years. We are living in the twentieth *century*.

ce're al (sēr'ē āl) 47. *n.* My favourite *cereal* is oatmeal.

cer'tain (sūr'tīn) 5. *adj.* 1. I am *certain* that we shall go to camp this summer. 2. Only *certain* vegetables are ripe at the beginning of the summer.

*chap'ter (chāp'tēr). *n.* I had read only the first *chapter* of the book when I was called away.

cheap (chēp) 65. *adj.* When things are plentiful they are usually *cheap*.

*cheeks (chēks). *n.* The child kissed her mother on both *cheeks*.

chem'i cals (kēm'ī kālz) 7. *n.* 1. Acids and alkalies are *chemicals*. 2. *Chemicals* are used in medicines, soaps, dyes, paints, and perfumes.

chief'ly (chēf'lē) 37. *adv.* Mainly. Parks are used *chiefly* for recreation.

choice (chois) 59. *n.* 1. This is my *choice* because it is so pretty. 2. You have your *choice* of the books on my desk.—*adj.* Unusually fine. Orchids are *choice* flowers.

civ'i lized (sīv'ī līzd) 61. *adj.* Civilized people are trained to live and work peaceably and intelligently together.
*claimed (klāmd). *v.* 1. The boy *claimed* to be the youngest in the class. 2. The man *claimed* the money he had lost on the train.

clerk (klūrk) 41. *n.* 1. A *clerk* in a business office works on records or files. 2. The man who sells in a store is a *sales clerk*. 3. The *clerk* of a court keeps the records.

cliff (klif) 31. *n.* A high rock. We stood on the *cliff* and saw the river far below.

clos'et (klōz'ēt) 29. *n.* Did you put your coat and hat in the clothes *closet*?—*adj.* We opened the *closet* door.

*cloud'y (kloud'y). *adj.* It was *cloudy* in the morning and rainy in the afternoon.

*clumps (klūmps). *v.* Walks clumsily

and noisily. The big boy *clumps* up the stairs.—*n.* Groups. There is an open space between the two *clumps* of trees.

coach'es (kōch'ēz) 55. *n.* 1. Before the automobile, people rode in *coaches* drawn by horses. 2. Today we travel in railroad *coaches*. 3. Football *coaches* train the football players.—*v.* Our teacher *coaches* us in arithmetic.

coast'al (kōs'tāl) 39. *adj.* Along, near or at the coast. Halifax is a *coastal* city.

co'co nut' (kō'kō nūt') 25. *n.* A large hard-shelled fruit containing white meat and a white liquid. The *coconut* grows on a palm tree.

code (kōd) 27. *n.* 1. The spy sent a message in a secret *code*. 2. A *code* is a set of rules.

*coin (kōin). *n.* A piece of metal used as money. I haven't a single *coin* in my purse.

collect'ed (kō lēk'tēd) 27. *v.* 1. The boys *collected* odd and beautiful stones. 2. The whole town *collected* to see the circus parade.

collec'tion (kō lēk'shūn) 67. *n.* 1. The children had a *collection* of foreign stamps. 2. At Christmas time we take up a *collection* to buy food for the poor.

*col'our less (kūl'ēr lēs). *adj.* Water is a *colourless* liquid.

*com mand' (kō mānd'). *n.* 1. When Mother gives a *command*, we should obey. 2. If a speaker has a good *command* of English, we listen attentively.—*v.* The nurse was able to *command* the respect of the children.

*com mand'er (kō mān'dēr). *n.* The person in charge. In the army the *commander* of a company is the major.

com mer'cial (kō mūr'shāl) 19. *adj.* Having to do with business. I plan to take a *commercial* course in high school.

com mis'sion (kō mīsh'ūn) 67. *n.* 1. The mayor appointed a *commission* to study traffic conditions. 2. Did your uncle receive his *commission* as captain? 3. Percentage of amount of sales. Salesmen sometimes work for a *commission* instead of a salary. 4. Working order. My skates broke and are out of *commission*.

*com'mon ly (kōm'tīn lē). *adv.* Frequently. Apple pie is *commonly* eaten for dessert.

com mu'ni ca'tion (kō mū'nī kā'shūn)

39. *n.* 1. The radio is the quickest means of *communication*. 2. A letter is a personal *communication*.

*com'pa nies (kōm'pā nīz). *n.* 1. Airplanes are manufactured by many *companies*. 2. In the army soldiers are organized by *companies*.

com plete'ly (kōm plēt'lē) 37. *adv.* After a good night's sleep I feel *completely* refreshed.

com posed' (kōm pōz'd) 53. *v.* 1. Made up. The class was *composed* of twenty children. 2. Wrote music. John Philip Sousa *composed* many popular marches.—*adj.* Calm. Mother remained *composed* in spite of the excitement.

*com pos'ers (kōm pōz'ērz). *n.* Composers of music are talented.

com po si'tion (kōm'pō zish'ēn) 59. *n.* 1. John wrote a *composition* about the Boy Scouts. 2. The band played a *composition* by Sousa. 3. The *composition* of the club suited me.

com'pound (kōm'pound) 53. *n.* A combination. Sulphuric acid is a chemical *compound*.—*adj.* Put together. In English class we study *compound* words and *compound* sentences.

*con cern'ing (kōn sūr'ēng). *prep.* About. Captain Cook made favourable reports *concerning* Australia.

*con duct'ed (kōn dūk'tēd). *v.* 1. Managed. Our teacher *conducted* the assembly. 2. Led. The composer of the music *conducted* the orchestra that played it. 3. Behaved. The child *conducted* himself properly.

con nect'ed (kō nēk'tēd) 57. *v.* 1. The wire is *connected* to the lamp. 2. With what business is Mr. Jones *connected*?

con sent' (kōn sēnt') 57. *v.* Be willing. I *consent* to do as you ask.—*n.* Approval. Father gave his *consent* to our going to the movies.

con sid'er a ble (kōn sīd'ēr ā b'l) 11. *adj.* Rather great. Lumbering is an industry of *considerable* importance.

con sists' (kōn sīsts') 3. *v.* Is made up. Canada *consists* of ten provinces.

con'stant (kōn'stānt) 37. *adj.* Without interruption. 1. In the Middle Ages there was *constant* warfare in France. 2. *Constant* pulling failed to bring up the line.

con'tent (kōn'tēnt) 49. *n.* That which is contained. The book has an attractive cover, but Father is interested only in its *content*.

con tent' (kōn tēnt') 49. *adj.* Satisfied. He was *content* to stay home.

***Con'ti nen'tal** (kōn'tī nēn'tāl). *adj.* Canada has a *trans-continental railroad*.—*n.* One whose home is on the continent of Europe is called a *Continental*.

con tin'ued (kōn tīn'ūd) 57. *v.* 1. The movie *continued* for two hours. 2. He *continued* reading until he fell asleep. 3. We stopped an hour to rest, then *continued* on our way.

con'tracts (kōn'trākts) 41. *n.* Written agreements between two or more people which are recognized by law. Some *contracts* must be signed by witnesses.

con trolled' (kōn trōld') 21. *v.* 1. The child *controlled* his temper very well. 2. They *controlled* the flood by erecting banks along the river.

***con'ver sa'tion** (kōn'ver sā'shūn). *n.* Easy, informal talk. Our *conversation* at lunch was about the school play.

cop'ies (kōp'īz) 41. *n.* We need a few extra *copies* of the school paper.—*v.* John *copies* his homework neatly. Mary admires Jane and *copies* her style.

coun'cil (koun'sil) 21. *n.* A group of persons who come together to make decisions or give advice. 1. An executive often needs the aid of a *council*. 2. Some communities are governed by a *council*.

***coun'sel** (koun'sēl) 41. *n.* 1. Advice. The teacher gave good *counsel* to the children. 2. Lawyer or legal adviser. The accused engaged a *counsel* for his defence.

cour'age (kūr'āj) 9. *n.* It requires *courage* to pilot an airplane.

crew (krōō) 25. *n.* A group of people acting together for a definite purpose. 1. The *crew* keeps a ship in operation. 2. A *crew* of men removed the snow from the city streets.

crime (krīm) 41. *n.* The breaking of the law. The punishment for *crime* may be a fine, imprisonment, or death.

crim'i nal (krīm'i nāl) 41. *n.* A person who breaks the law. The *criminal* was a thief.—*adj.* Having to do with crime. Theft is a *criminal* offence.

***crip'pled** (krip'ld). *adj.* Lame. Charles could not play baseball because he was *crippled*.—*v.* Interfered with the use of. The snowstorm *crippled* the telephone lines.

crude (krōōd) 61. *adj.* Rough. Last summer we lived in a *crude* cabin in the mountains.

***cru sade'** (krōō sād'). *n.* An organized movement to remove a public evil. 1. In the Middle Ages the purpose of a *crusade* was to take the Holy Land from the Turks. 2. Money is given generously to aid the *crusade* against infantile paralysis.

***crushed** (krūsh't). *v.* Apples are *crushed* to make cider.

***cul'ti vat'ed** (kūl'tī vā'tēd). *v.* The ground must be *cultivated* so that we may have food.—*adj.* A refined person has a *cultivated* mind.

cure (kūr) 51. *v.* The doctor tries to *cure* those who are sick.—*n.* Means of healing. Doctors are trying to find a *cure* for cancer.

***cu'ri ous** (kū'rī ūs). *adj.* 1. Odd or rare. It was a *curious* sight. 2. Anxious to know something. We were *curious* to see what the package contained.

curls (kūrlz) 49. *n.* Anne's favourite doll has blonde *curls*.

***cush'ion** (kūshōn'). *n.* The *cushion* on the chair is soft.

cy'cle (sī'k'l) 37. *n.* A series of events which repeat themselves in the same order. There are three stages in the life *cycle* of an insect.

D

***dam'age** (dām'āj). *n.* Floods often cause great *damage*.

***dar'ling** (dār'līng). *adj.* Lovable. The kittens are *darling*.—*n.* A person who is very dear. The baby is a *darling*.

***dashed** (dāsh't). *v.* 1. Threw. The baby *dashed* his empty bottle on the street. 2. Rushed. We *dashed* to catch the train.

deal (dēl) 1. *v.* Carry on business. Always *deal* with others justly.—*n.* A great *deal* of money has been spent.

***de bat'ed** (dē bā'tēd). *v.* Discussed. The women's club *debated* whether to have a bazaar or a rummage sale.

***deck** (dēk). 1. A floor. The upper *deck* of a ship is sunny. 2. A bridge *deck* contains fifty-two cards.

de'com po si'tion (dē'kōm pō zish'ūn) 19. *n.* Decay. The ship was in an advanced state of *decomposition*.

defeat'ed (dē fēt'ēd) 23. *v.* 1. The premier was *defeated* by his rival when he ran for re-election. 2. Our basket-

ball team *defeated* the West End team. **de gree's'** (dē grēz') 53. *n.* 1. The thermometer shows that the temperature has risen five *degrees*. 2. Our history teacher has two *degrees* from the university.

***de li'cious** (dē lish'ūs). *adj.* Apple pie is a *delicious* dessert.

***de mand'ed** (dē mānd'dēd). *v.* Asked as a right. Father *demanded* an explanation of how the window was broken.

de pends' (dē pēnd's') 3. *v.* 1. Expects support from. As he is not able to earn money, he *depends* on his parents. 2. Relies. He *depends* on Bob to meet us on time. 3. Life *depends* on our breathing oxygen.

de pos'its (dē pōz'īts) 19. *n.* Many people make regular *deposits* in savings banks. They found *deposits* of ore.—*v.* The river *deposits* sand at its mouth.

depth (dēpt̄h) 11. *n.* Distance from top to bottom or from front to back. 1. The *depth* of the swimming pool is eight feet. 2. The *depth* of the lot is 200 feet.

de scrip'tion (dē skrip'shūn) 63. *n.* A picture in words. 1. Your *description* of the sunset on the lake was very good. 2. Men who answered your *description* were at our house.

de sign' (dē zīn') 61. *v.* Draw the plan for. It requires skill and training to *design* airplanes.—*n.* Pattern. You stamp the *design* on the material.

des'ti na'tion (dēs'tī nā'shūn) 55. *n.* James had to travel one hour to reach his *destination*.

***de stroyed'** (dē stroid'). *v.* 1. Hundreds of trees were *destroyed* by the fire. 2. He could not prove he had paid the bill because he had *destroyed* the receipt.

***de ter'mined** (dē tūr'mīnd). *adj.* Having one's mind made up. Though he fell and hurt himself, Harold was still *determined* to learn to ski.

***de vel'op** (dē vēl'ōp). *v.* 1. If you plant these bulbs, they will *develop* into lilies. 2. The committee is trying to *develop* a plan for the picnic. 3. It is good for boys to *develop* an interest in sports. 4. The photographer will *develop* the films.

dew (dū) 39. *n.* If you are up very early, you can see drops of *dew* on the grass.

di'a mond (dī'ā münd) 19. *n.* 1. The playground has a baseball *diamond* on it. 2. Her ring was set with a large *diamond*.

diff'er (dīf'ēr) 3. *v.* 1. Vary. Plants *differ* in the amount of care they require. 2. Having a different view or idea. Fred and Jack *differ* with Bob on the value of working during vacations.

diff'er ence (dīf'ēr ēns) 21. *n.* The *difference* between five and eleven is six. It makes a great *difference* whether you pass or fail in this test.

diff'i cult (dīf'i kūlt) 57. *adj.* Hard.

1. The fog made it *difficult* to find the airport. 2. Some words are *difficult* to spell.

di gest' (dī jěst') 29. *v.* It is important to *digest* our food.

di'gest (dī'jěst) 29. *n.* My report is a *digest* of a full-length book.

dis'ap peared' (dīs'ā pērd') 51. *v.* Vanished. By noon the clouds had *disappeared* and the sun was shining.

*dis'cour'aged (dīs kür'ājd). *adj.* Disappointed and *discouraged* because the library was closed, Ellen went home without the book she needed.

dis cov'ey (dīs kūv'ēr ī) 11. *n.* Finding. The *discovery* of gold drew people to the west coast.

*dis solved' (dī zōlv'd'). *v.* 1. The sugar *dissolved* quickly in the cup of tea. 2. Broken up. Our club was *dissolved* at the end of the term.

dis trib'ut ed (dīs trib'ū tēd) 11. *v.* Spread. Canadian products are distributed throughout the world.

*dive (dīv). *v.* Plunge into water. Men *dive* for pearls.—*n.* A plunge. Marie made a beautiful *dive* from a high springboard.

dock (dök) 39. *n.* A place where ships land. We were fishing off the *dock*.—*v.* Come to land. I like to be there when the big boats *dock*.

doc'u ment (dök'ū mënt) 41. *n.* An official paper used as proof. A birth certificate is an important *document*.

*dome (dōm). *n.* A rounded roof. St. Paul's Cathedral has a beautiful *dome*.

do'min'ion (dō'min'yün) 69. *n.* Lordship; sovereignty, control; *Dominion* of Canada, name given to Canadian colonies united 1867.

*door'way' (dōr'wā') *n.* At the entrance to the garden there is an arched *doorway*.

dra'ma (drä'mä) 45. *n.* The motion picture was a *drama* of everyday life.

*dry'ēn (drīv'ēn). *v.* 1. In the arctic regions dog teams are *driven* across the snow. 2. The ship was *driven* off its course by the storm.

drunk (drünk) 47. *v.* Mother felt better when she had *drunk* her tea.

due (dū) 5. *adj.* 1. The interest is *due* on the first of the month. 2. Good health is *due* to good living habits.—*adv.* We sailed *due* north.

dull (dūl) 45. *adj.* 1. The shears were too *dull* to cut. 2. The lecture was so *dull* that Daddy fell asleep. 3. Copper gets *dull* when it isn't polished.

4. A *dull* person is never interesting. dy'ing (dī'īng) 51. *v.* The plants are *dying* for want of water.

E

*ea'ger (ē'gēr). *adj.* Anxious. John is *eager* to do his best in school.

*ear'li est (ēr'lī ēst). *adj.* The *earliest* comers get the best seats.

*eas'i est (ēz'ī ēst). *adj.* Martin had the *easiest* job of all because he was so young.

eas'ily (ēz'ī lī) 1. *adv.* Frances made friends *easily*.

*ed'u ca'tion al (ēd'ū kā'shün āl). *adj.* Some radio programmes are *educational*.

*ef'fort (ēf'ērt). *n.* 1. Labour. *Effort* and patience are needed to teach a dog tricks. 2. Attempt. Roy made a real *effort* to learn to swim.

*el'e ments (ēl'ē mënts). *n.* 1. We learn the *elements* of reading in the lower grades. 2. Oxygen and hydrogen are the chemical *elements* present in water.

em ployed' (ēm ploid') 3. *v.* 1. Mr. Fisher *employed* Miss Lord as a typist. 2. Peter is *employed* as a delivery boy on Saturdays.

en clos'ing (ēn klōz'īng) 35. *v.* 1. We are *enclosing* the money with this letter. 2. We are *enclosing* the garden with a fence.

en'er gy (ēn'ēr jī) 7. *n.* Fresh air gives us *energy* for our work.

*en force'ment (ēn fōrs'mënt). *n.* Enforcement of the law is necessary if we are to live peaceful lives.

*en joy'a ble (ēn joi'ā b'l). *adj.* This is the most *enjoyable* vacation I've ever had.

e nor'mous (ē nōr'müs) 45. *adj.* 1. A

giant is an *enormous* creature. 2. The applause given the radio singer was *enormous*.

*en tire' (ēn tir'). *adj.* We spent the *entire* day at the beach.

en tire'ly (ēn tir'lī) 1. *adv.* Owls look *entirely* different from other birds.

*en'trance (ēn'träns). *n.* 1. There is an arch at the main *entrance* of the school. 2. The actor made a good *entrance* on the stage.

*e rect'ed (ē rēk'tēd). *v.* 1. The town *erected* a monument in memory of its most famous citizen. 2. The post office was *erected* in 1940.

*e vap'o rate (ē văp'ō rät). *v.* Become a vapour. Gasoline will *evaporate* if it is not well covered.

e vap'o ra'tion (ē văp'ō rāshün) 43. *n.* Becoming a vapour. A liquid with a high rate of *evaporation* quickly disappears from an open vessel.

*e vent' (ē vēnt'). *n.* 1. The opening of the new school building was an important *event*. 2. We will not go to the picnic in the *event* of rain.

*ex act' (ēg zăkt'). *adj.* Correct in every detail. 1. In order to pay the bill you must know the *exact* amount due. 2. Tom wrote an *exact* account of the game for the school paper.

*ex act'ly (ēg zăkt'lī). *adv.* Spelling would be simpler if every word were spelled *exactly* as it is pronounced.

ex am'ple (ēg zäm'p'l) 53. *n.* 1. We should set an *example* for younger children. 2. The addition *example* was easy for Howard. 3. For *example*, what would you suggest?

ex change' (ēks chänj') 5. *n.* The shoes were too small, so Mother made an *exchange*.—*v.* Donald and Kenneth often *exchange* stamps.

ex claimed' (ēks klämd') 29. *v.* "How beautiful Helen looks in that costume!" *exclaimed* Irene.

ex'pe di'tion (ēks'pē dī'shün) 65. *n.* A group making a journey for a definite purpose. Captain Scott's *expedition* studied the antarctic regions.

ex pen'sive (ēks pēn'siv) 19. *adj.* Costly. Bill did not have money for an *expensive* gift.

ex plain' (ēks plän') 63. *v.* I will show you on the diagram as I *explain*.

ex plore' (ēks plör') 35. *v.* Search in order to make new discoveries. Would you like to *explore* the Amazon?

*ex plor'er (ēks plör'ēr). *n.* A traveller who is trying to make new discover-

ies. The *explorer* made a trip to the South Pole.

ex'ports (ĕks'pôrts) 25. *n.* Goods sent out of a country. The *exports* were cotton and woolen goods.

ex ports' (ĕks pôrts') 25. *v.* Sends out of the country. Canada *exports* wheat.

ex press' (ĕks prĕs') 27. *v.* It was hard for the boys to *express* their feelings in words.—*n.* We sent the package by *express*.—*adj.* An *express* truck drove up.

***ex tend'ed** (ĕks tĕn'dĕd). *v.* Stretched out. He *extended* his hand to greet the guest. Our vacation was *extended*, so we stayed in the country another week. The tablecloth *extended* over the sides of the table.

ex ten'sive (ĕks tĕn'siv) 59. *adj.* Wide. We made *extensive* preparations for the Christmas party.

***ex tent'** (ĕks tĕnt'). *n.* 1. The president understands the *extent* of his power. 2. To what *extent* will you help your community?

F

facts (făkts) 13. *n.* Things that have happened. The lawyer stated the *facts* of the case.

failed (făld) 23. *v.* Bert *failed* in his arithmetic test. The man tried to advance in his new job but *failed* because of illness.

***fair'ly** (făr'lî). *adv.* 1. Justly. We decided the matter *fairly*, so that everyone was satisfied. 2. Rather. I did *fairly* well in my last spelling test.

faith (făth) 61. *n.* 1. Belief in God. *Faith* gave the Pilgrims the courage to come to America. 2. Trust. I have *faith* in your loyalty.

fall'en (fôl'ĕn) 57. *v.* 1. After the storm we found that a tree had *fallen* across the road. 2. The temperature had *fallen* ten degrees and it was cold.

fam'i lies (făm'i liz) 33. *n.* The two *families* lived in the same house.

***fault** (fôlt). *n.* A failure to do right. 1. Tardiness is a *fault*. 2. It was my *fault* that we couldn't go. 3. The teacher finds *fault* with my posture.

fa'veour a ble (fă'ver'ă b'l) 9. *adj.* 1. The weather was *favourable* for a picnic. 2. Jane received a *favourable* reply when she asked Margaret for help.

***fea'tures** (fē'türz). *n.* 1. Parts of the face. The puppets had hideous

features. 2. Parts. The best *features* of a picnic are the sandwiches and ice cream.

***fed'er al** (fĕd'ĕr ăl). *adj.* Having to do with the nation as a whole. The parliament at Ottawa is our *federal* law-making body.

fer'tile (fĕr'til) 65. *adj.* Rich; having qualities good for crops. Crops grow best in *fertile* soil.

***fi'nal** (fi'năl). *adj.* 1. Last. The circus will give its *final* performance on Saturday night. 2. The decisions of the judges in this contest are *final*.

***fire'proof** (fir'prōof'). *adj.* Furniture should be stored in a *fireproof* warehouse.

flax (flăks). *n.* A plant. Linen is made from the fibres of *flax*.

***flight** (flit). *n.* 1. Trip in an airplane. I should like to make a *flight* across Canada. 2. Steps from one floor to another. I walked up a *flight* of stairs.

flow'ing (flō'ing) 11. *v.* Running. When you turn on the faucet in the bathtub the water starts *flowing*.

***fog** (fög). *n.* The *fog* was so thick that we could not see the street lights.

forced (fôrst) 33. *v.* 1. Paul *forced* his way through the crowd. 2. Because the family needed money, the boy was *forced* to go to work. 3. The door was locked and had to be *forced* open.

for'eign ers (fôr'in ērz) 17. *n.* Many foreigners expect to become Canadian citizens.

***for'mer** (fôr'mĕr). *adj.* 1. Bob and Jack are brothers; the *former* is twelve, the latter, eight. 2. The *former* president of the company is now in Florida.

for'tu nate (fôr'tu nît) 17. *adj.* Lucky. I was *fortunate* in finding the book I wanted.

foun da'tion (foun dă'shün) 57. *n.* 1. The *foundation* of a building is erected below the street level. 2. To become a lawyer one must have a good *foundation* in English.

***frame** (frām). *n.* 1. The picture has a gilt *frame*. 2. I am going to build a *frame* for a kite.

free'dom (fré'düm) 23. *n.* 1. You have *freedom* when you are allowed to do as you wish so long as you do not harm or interfere with anyone else.

2. We have *freedom* of speech in Canada. 3. The children had the *freedom* of the park.

***freight** (frăt). *n.* *Freight* is carried by trains and ships. We sent the heavy package by *freight*.

fried (frid) 29. *adj.* Cooked in fat. Some people like *fried* potatoes better than baked potatoes.—*v.* She *fried* the eggs in butter.

friend'ship (frĕnd'ship) 63. *n.* 1. There is a fine spirit of *friendship* among the girls. 2. We are sending the gift as a token of our *friendship*.

fu'el (fū'ĕl) 1. *n.* Something that is burned to produce heat or power. Crude oil is good *fuel* for heating homes and other buildings.

fur'nished (fûr'nishăt) 29. *v.* 1. The house was attractively *furnished*. 2. Calcium is *furnished* to our bodies by milk.

fu'ture (fû'tür) 17. *n.* While you are in school you are preparing yourself for the *future*.

G

***gath'er ers** (găth'ĕr ērz). *n.* The *gatherers* were paid for picking tomatoes.

gen'er ally (jĕn'ĕr ăl ī) 7. *adv.* We *generally* go to the movies on Saturday.

gen'er a'tions (jĕn'ĕr ă'shünz) 35. *n.* 1. Grandmother, mother, and child are members of three different *generations*. 2. There is a difference of about thirty years between *generations*.

***gen'tle** (jĕn'tl). *adj.* We must be *gentle* in handling the baby.

***gen'tle man** (jĕn'tl măn). *n.* 1. A *gentleman* is polite and well behaved. 2. The old *gentleman* tells interesting stories about the past.

gen'tle men (jĕn'tl mĕn) 45. *n.* The ladies and *gentlemen* sat down to dinner.

glance (glăns) 67. *n.* She took a *glance* at herself in the mirror.—*v.* Let me *glance* at the letter to see the date.

***glo'ri ous** (glō'rī ūs). *adj.* 1. The *glorious* day of victory finally arrived. 2. What a *glorious* day it is!

***goal** (gôl). *n.* 1. The *goal* of my ambition is to be admitted to Royal Military College. 2. The player reached the *goal* just in time.

grace'ful (grăs'fôl) 15. *adj.* Mary Ann is a *graceful* dancer. Lilies are *graceful* in form.

grad'u ally (grăd'u ăl ī) 35. *adv.* A little at a time. The sun rises *gradually*.

grain (grān) 31. *n.* 1. Seeds of certain grasses. Wheat and oats are *grain*. 2. Tiny particles. I like to dissolve every *grain* of sugar in my teacup. 3. Markings in wood. The *grain* of oak is different from that of mahogany.

gran'ite (grān'īt) 31. *n.* A hard rock. The steps of the library are made of *granite*.

great'er (grāt'ēr) 1. *adj.* The *greater* the effort, the better the result.

greet'ed (grēt'ēd) 65. *v.* 1. Mr. Williams *greeted* us with a smile. 2. The crowd *greeted* the hero with cheers.

growth (grōth) 49. *n.* Progressive development. The *growth* of aviation has been very rapid. My *growth* last year was two inches.

guard (gārd) 55. *v.* Protect. Police-men *guard* our homes against danger.—*n.* Attendant. The *guard* would not admit us without tickets.

guide (gid) 3. *n.* The *guide* showed us around the museum. Let your conscience be your *guide*.—*v.* A stranger in the mountains needs someone to *guide* him.

***guilt'y** (gūlt'ē). *adj.* Mr. Jones was *guilty* of breaking the traffic law and had to pay a fine.

***gut'ters** (güt'ērz). *n.* Channels. The water is drained off the roof through the *gutters*.

H

hap'pi ly (hāp'īlē) 63. *adv.* The children sang very *happily*. *Happily* for me, you are here to help.

har'bour (här'bēr) 39. *n.* A place where ships find shelter. The captain steered his ship toward a safe *harbour*.

***hard'ships** (hārd'ships). *n.* Sufferings. The pioneers endured many *hardships* during their first winter in Canada.

harm (hārm) 51. *v.* The water spilled but did not *harm* the table.—*n.* The ducking did him no *harm*.

haunt'ed (hōnt'ēd) 29. *v.* The children thought the house was *haunted* by the ghost of a little girl.

***heav'en** (hēv'ēn). *n.* We believe that good people will be happy in *heaven* after they die.

height (hit) 1. *n.* 1. The boy's *height* was five feet. 2. It was the *height* of rudeness to laugh at that remark.

hem'i sphere (hēm'īsfēr) 65. *n.* Half a sphere. The equator divides the

earth into the northern and the southern *hemisphere*.

***he'ro** (hēr'ō). *n.* 1. A person who does something courageous. Sir Frederick Banting is a Canadian *hero*. 2. Chief character in a story or play. Robin Hood is the *hero* of many stories. 3. A person admired and loved. Babe Ruth is a *hero* to baseball fans.

hid'den (hid'n) 37. *v.* The pirates' treasure was well *hidden*.—*adj.* There was a *hidden* meaning in the message.

high'lands (hī'lāndz) 55. *n.* A highlander comes from the *highlands*.

high'ly (hī'lē) 9. *adv.* 1. Everyone speaks *highly* of John. 2. Walter's story was *highly* improbable.

***hit'ting** (hit'īng). *v.* Striking. Jimmy was *hitting* the nails with a hammer.

hob'bies (hōb'īz) 33. *n.* Things done for pleasure. My father's *hobbies* are carpentry and gardening.

***hor'ri ble** (hōr'īb'l). *adj.* The railroad wreck was a *horrible* sight.

house'hold (hous'hōld) 31. *n.* There are five people in our *household*.

adj. Mother tries to keep the *household* expenses low.

Hudson ('s) Bay (hūd'sūn bā) 69. Inland sea in N.E. Canada; 850 m. long, 590 m. wide.

hu'man (hū'mān) 61. *adj.* Pertaining to man. 1. Only *human* beings have the power of speech. 2. Some dogs are almost *human*.

hu'mid'i ty (hūmīd'ītē) 3. *n.* Dampness. The *humidity* in the air causes collars to wilt.

***hur'ried ly** (hūr'īd lē). *adv.* In a hurry. Jane *hurriedly* got ready for the party.

hy'dro gen (hi'drō jēn) 5. *n.* *Hydrogen* is the lightest gas known.

I

i'dol (ī'dūl) 61. *n.* A person or thing loved dearly. The baby was the *idol* of her parents. 2. An image that is worshipped. An *idol* is a false god.

***im ag'i na'tion** (imāj'īnāshūn). *n.* 1. If you can picture things that you have never seen or known, you have *imagination*. 2. Inventors have *imagination*.

im pa'tient (im pā'shēnt) 27. *adj.* Unwilling to wait. The children were *impatient* to start for the circus.

im port' (im pōrt') 25. *v.* Bring into

a country. We *import* coffee from South America.

im'port (im'pōrt) 25. *n.* That which is brought into a country. Bananas are an *import*.

im por'tance (im pōr'tāns) 7. *n.* Good health is of great *importance*.

im pos'si ble (im pōs'īb'l) 9. *adj.* It is *impossible* to be in two places at the same time.

im prove' (im prōov') 55. *v.* Make better. I am trying to *improve* my work in arithmetic.

***in'ci dent** (in'si dēnt). *n.* Event. One *incident* of the week-end was the birth of six kittens.

in clud'ing (in klood'īng) 15. *v.* We are *including* your carfare in the cost.

in'come (in'kūm) 33. *n.* My father's only *income* is his salary.

in creased' (in krēst') 45. *v.* 1. My height *increased* three inches in the past year. 2. I *increased* my rate of reading by twenty words a minute.

in debt'ed (in dēt'ēd) 63. *adj.* I was *indebted* to my teacher for her extra help.

in deed' (in dēd') 57. *adv.* We are happy *indeed* to learn that you can come.

in'de pend'ent (in'dē pēn'dēnt) 33. *adj.* 1. A person who supports himself is *independent*.

in dus'tri al (in dūs'trī āl) 65. *adj.* Montreal is a great *industrial* centre.

in'dus tries (in'dūs trīz) 65. *n.* Most *industries* produce goods that we need.

in'flue nce (in'flōō ēns) 45. *n.* A mother has a great *influence* over her family.—*v.* The lawyer tried to *influence* others to agree with him.

***in hab'it ants** (in hāb'ītānts). *n.* The *inhabitants* of the islands welcomed visitors.

in'no cent (in'ō sēnt) 13. *adj.* The jury decided that the prisoner was *innocent* and the judge ordered him to be released.

***inquired'** (in kwird'). *v.* My employer *inquired* about my school record.

***in sis'ted** (in sīs'tēd). *v.* Mother *insisted* that we be in bed before ten o'clock.

in te'ri or (in tēr'ī īēr) 49. *adj.* Alberta is in the *interior* part of our country.

—*n.* The *interior* of the church was dimly lighted.

*in'ter rupt' (in'tĕ rŭpt'). *v.* Break into. Try not to *interrupt* a telephone conversation.

in've lid (in'vă lĭd) 51. *n.* A sick person. The *invalid* is seldom able to go out.

in val' id (in vă'lĭd) 51. *adj.* Without force. The contract was *invalid* because it was not properly signed.

*in ven'tor (in vĕn'tĕr). *n.* Thomas Edison was a great *inventor*.

in ves'ti gate (in vĕs'ti găt) 41. *v.* The police will *investigate* the robbery.

J

jam (jām) 47. *n.* 1. *Jam* tastes good on toast. 2. Our car was stuck in a traffic *jam*.—*v.* Did you ever *jam* your finger in a door?

jew'ell ery (jōō'ĕl ri) 43. *n.* Jane received some costume *jewellery* for her birthday.

judge (juj) 13. *n.* The *judge* sentenced the guilty man to prison.—*v.* How far do you *judge* the distance to be?

ju'ry (jōōr'ē) 13. *n.* The twelve people on a *jury* decide whether a prisoner is innocent or guilty.

jus'tice (jūs'tis) 13. *n.* It is the duty of the judge and jury to see that all prisoners receive *justice*.

K

*knit (nīt). *v.* Do you *knit* tightly?

*knit'ting (nīt'ing). *v.* Mother is *knitting* me a blue sweater.

knowl'edge (nōl'ĕj) 41. *n.* We go to school to acquire *knowledge*.

L

lack (lăk) 5. *v.* The Dutch *lack* coal.—*n.* The dog died for *lack* of food and water.

*lap (lăp). *n.* 1. The cat jumped up on Edith's *lap*. 2. The first *lap* of the race was soon over.—*v.* Have you ever watched a dog *lap* up water?

large'ly (lärj'lē) 55. *adv.* Mainly. The people of some Western provinces make their living *largely* by farming.

*lat'er (lăt'ĕr). *adj.* 1. Several inventions in the *latter* half of the nineteenth century increased manufacturing. 2. My favourite sports are basketball and baseball; I like the *latter* better than the former.

*laugh'ter (lăf'tĕr). *n.* Dan's joke was

so funny that the class burst into *laughter*.

lb. 43. Abbreviation for *pound*.

le'gal (lē'găl) 13. *adj.* Having to do with the law. *Legal* matters are handled by lawyers.

leg'is la'ture (lēj'is lä'tür) 21. The body of people that makes laws for a province or nation. The *legislature* of Canada is called Parliament.

let'tuce (lēt'ĕs) 47. *n.* A garden plant used in salad. *Lettuce* is a healthful food.

*li'briar ies (li'briĕr iz). *n.* Many people read the books and magazines in the public *libraries*.

lift'ed (lif'tĕd) 55. *v.* I *lifted* the package from the floor to the table.

like'ly (lik'lē) 43. *adj.* Probable. It is *likely* that I shall go to camp this summer.—*adv.* Probably. I shall very *likely* go with you.

*lim'its (lim'its). *n.* Boundary lines. The boy was told to stay within the *limits* of his own backyard.—*v.* Mother *limits* me to one piece of candy at a time.

liq'uid (lik'wid) 25. *n.* Anything that flows like water is a *liquid*.—*adj.* When it gets very cold, water becomes ice and is no longer *liquid*.

*lit'er a ture (līt'ĕr ă tür). *n.* Written works of lasting interest and value. Every country has its own *literature*.

live'sto ck' (liv'stök') 35. *n.* Farm animals, such as cows, pigs, sheep, horses, and goats. Some farmers make their living by raising *livestock*.
lo'cal (lō'kăl) 21. *adj.* Belonging to a particular place. As the *local* school did not give the courses he wanted, Fred went to a larger city.

lo ca'tion (lō kă'shün) 31. *n.* 1. Position. The hotel has a beautiful *location* facing a lake. 2. Place. This is a good *location* for factories.

*lo'co mo'tive (lō'kō mō'tiv). *n.* Engine. The *locomotive* pulls the railroad train.

Lon'don (lün'dün) 69. *n.* City and capital of the United Kingdom and of the British Empire; city in Ontario.

*long'est (lōng'gĕst). *adj.* The MacKenzie is the *longest* river in Canada.

*loss (lōs). *n.* 1. In war there is great *loss* of life. 2. I was at a *loss* for words.

lungs (lungz) 51. *n.* Organs of breath-

ing. Breathe deeply to fill your *lungs* with fresh air.

M

*mac'a ro'ni (măk'ă rō'nî). *n.* A starchy food in the form of hollow tubes. *Macaroni* is often served with cheese or tomato sauce.

maid (măd) 49. *n.* 1. A servant. The *maid* prepared the dinner. 2. Unmarried girl or woman. A bride is often attended by a *maid* of honour.

maid'en (măd'ĕn) 49. *n.* Young girl. In fairy tales the *maiden* is often a beautiful princess.

*mam'mals (măm'ălz). *n.* *Mammals* are animals that feed their young with milk.

*man'age (măñ'ĕj). *v.* 1. Conduct. When Mr. Stone was out of town his son had to *manage* his shop. 2. Succeed. Though I shall have very little time, I shall *manage* to write to you.

man'ag er (măñ'ĕj ēr) 21. *n.* A person who directs or controls. My cheque had to be approved by the *manager* of the bank.

Man'i to'bă (măñ'ĕ tō'bă) 69. *n.* Central province of Canada; 246, 512 sq. m.; pop. 700, 139.

*man'ly (măñ'lē). *adj.* 1. Like a man. For a boy of twelve his behaviour was *manly*. 2. Honourable. Carl was *manly* in apologizing to the boy he had hit.

man'ners (măñ'ĕrz) 33. *n.* 1. Ways of behaving. To make friends you must have good *manners*. 2. Good behaviour. Show your *manners*!

mass (măs) 33. *n.* 1. Greater part. The *mass* of the people prefer peace to war. 2. Heap or pile. We had to remove a *mass* of snow before we could get to the road. 3. A large number. The king looked down at the *mass* of people below.

maths. (măths) 43. Abbreviation for *mathematics*.

*mean'while' (mēn'hwĕl'). *adv.* John went for the doctor; *meanwhile* Mary applied first aid.

me chan'i cal (mē kăñ'ĕ kăl) 43. *adj.* Run by, or concerned with, machinery. Boys like *mechanical* toys.

med'al (mĕd'l) 67. *n.* A *medal* is a piece of metal with a design and an inscription, which is given as a reward.

*me dic'i nal (mē dís'ĕ năl). *adj.* *Medicinal* plants contain something that cures or heals.

*M.P. Abbreviation for Member of Parliament.

men'tioned (mĕn'shünd) 63. *v.* Referred to. The play I mentioned was a success.

*mer'chant (mûr'chänt). *n.* Trader or storekeeper. Mr. Johnson is the merchant who sells cottons and silks.

mes'sage (mĕs'ij) 27. *n.* John's message to his father stated that he had made the football team.

*mi'cro scope (mî'krô skôp). *n.* An instrument that makes things look larger. Microbes can be seen only through a microscope.

min'er als (mîn'ér älz) 11. *n.* Substances found in the earth. Iron and tin are very useful minerals.

min'is ter (mîn'îs tîr) 45. *n.* 1. The minister preaches in church every Sunday morning. 2. The prime minister is at the head of the British government.—*v.* Attend or aid. The priest liked to minister to those in need of help and comfort.

moist (moist) 39. *adj.* Damp. Early in the morning the grass is moist with dew.

mois'ture (mois'tûr) 3. *n.* Dampness. When there is too much moisture in the air we feel uncomfortable.

mon'u ment (mõn'û mĕnt) 61. *n.* We have erected a monument to honour those who lost their lives in the war.

*mo'tor boat' (mô'tér bôt'). *n.* A boat run by a motor. We went for a ride on the lake in a motorboat.

moun'tainous (moun'tî nûs) 31. *adj.* Having mountains. Greece is a mountainous country.

*mur'mur (mûr'mîr). *v.* Grumble. Don't murmur against going to bed early.—*n.* A low, indistinct sound. The girls' voices died down to a murmur when Mrs. Peters came in.

*mus'cles (mûs'iz). *n.* Playing baseball helps build muscles.

*mys te'ri ous (mîs tîr'i ûs). *adj.* Not easily explained. 1. The disappearance of the suitcase was mysterious. 2. Jane made a mysterious long-distance telephone call.

mys'ter y (mîs'tér i) 61. *n.* Something unexplained. How the girl reached that lonely spot is still a mystery.

N

nar'row (när'ô) 29. *adj.* 1. The road was so narrow that one car could hardly pass another. 2. The boy had a

narrow escape from being run over while he was coasting.

na'tion al (năsh'ün äl) 21. *adj.* Belonging to a whole nation. Our flag is our national emblem.

nat'u ral i za'tion (năt'ü răl i ză'shün) 17. *n.* The process which a foreigner must go through to become a citizen is called naturalization.

near'est (năr'ëst) 65. *adj.* The nearest gas station is about a mile from here.

*neph'ew (nĕf'ü). *n.* The son of a brother or sister. My cousin John is my mother's nephew.

*nerves (nûrvz). *n.* Nerves are tiny fibres in the body that carry messages back and forth between the brain or spinal cord and the organs and muscles.

*nerv'ous (nûrvüs). *adj.* 1. Easily excited or annoyed. My dog is so lively that he makes my grandmother nervous. 2. Frightened. Ethel was so nervous during the history test that she made mistakes in spelling.

New Bruns'wick (nû brûnz'wîk) 69. *n.* Province of E. Canada; 27,985 sq. m.; pop. 408,255.

new'er (nû'ér) 9. *adj.* 1. Airplanes are newer than trains. 2. Fred is one of the newer members of the club.

New'found'land' (nû'fûnd'lănd') 69. *n.* Island province of eastern Canada.

*ni'tro gen (nî'trô jen). *n.* A gas which has no odour, taste, or colour. Air is composed mostly of nitrogen.

*north'east' (nôrth'ëst'). *n.* Northeast is the direction halfway between north and east.

north'ern (nôr'ðhîrn) 1. *adj.* Toward the north. There are lakes in the northern part of Ontario.

north'west' (nôrth'wëst') 15. *n.* Northwest is the direction halfway between north and west.—*adv.* We drove northwest for twenty miles.

no'tify (nô'tî fî) 43. *v.* Give notice to. You should notify the post office when you change your address.

nouns (nounz) 27. *n.* Words used to name persons, places, or things are nouns.

No've Sco'tia (nô've skô'shyâ; -shâ) 69. *n.* Eastermost province of Canada; 21,428 sq. m.; pop. 512,846.

nu'mer ous (nû'mér ûs) 35. *adj.*

Many. There are numerous musical programmes on the radio.

O

ob tained' (öb tänd') 1. *v.* 1. Roger obtained passes for the baseball game.

2. Miss Curtis obtained a new position.

oc'cu pa'tion (ök'ü pâ'shün) 31. *n.* The work one does for a living. Farming is an important occupation.

oc'cupied (ök'ü pîd) 27. *v.* 1. Lived in. We have occupied this house for three years. 2. Filled or took up. The game occupied an hour. The armchair occupied the corner of the room.—*adj.* Busy. The children are occupied with tennis.

oc cur' (ö kûr') 7. *v.* 1. Come to one's mind. It did not occur to me to travel by airplane. 2. Take place. Thundershowers occur often in the summer.

*odd (öd). *adj.* 1. I helped mother with odd jobs. 2. What an odd name! In the museum we saw many odd things.

o'dour (ö dûr) 53. *n.* The odour of lilies is very sweet.

o'dour less (ö dûr lës) 53. *adj.* Having no smell. Water and air are odourless.

of fence' (ö fëns') 41. *n.* 1. Passing a red traffic light in a car is an offence. 2. Hurting someone's feelings is an offence.

of fi'cial (ö fish'äl) 59. *n.* A person holding a public office. 1. The Governor-General is the highest official in Canada. 2. Mr. Saunders is a well-known bank official.—*adj.* 1. Pertaining to an office. Policemen wear official badges. 2. Having authority. The record is signed by the secretary and is therefore official.

of fi'cially (ö fish'äl i) 59. *adv.* With authority. The bill has been officially approved by the Government.

old'en (öld'en) 55. *adj.* Old. In the Bible there are stories of olden times.

ol'ives (öl'ivz) 47. *n.* Small, oily fruits. Mother served both green and black olives with the salad.

*On'tar'i'o (ön'tär'î ô) 69. *n.* Province of E. Canada; 412,582 sq. m. (land, 363,282 sq. m.; water 49,300 sq. m.); pop. 3,731,000.

op'er a'tion (öp'ér a'shün) 19. *n.* 1. It took time to learn the operation of the machine. 2. Mary went to the hospital for a tonsil operation. 3. The army is engaged in a secret military operation.

op'por tu'ni ty (öp'ör tū'ní tē) 9. *n.* Chance. I have an *opportunity* to go to camp this summer.

***or'di nar'y** (ör'dí nérr'ë). *adj.* Usual. An *ordinary* pack of gum costs six cents.

or gan'ic (ör gän'ik) 15. *adj.* Having to do with the organs of the body. *Organic* diseases need the attention of a doctor.

***or'igin** (ör'ë jin) 63. *n.* Starting point. It is hard to find the *origin* of a rumour.

***o rig'i nal** (ö ríj'ë näl). *adj.* 1. First. Indians were the *original* inhabitants of Canada. 2. New. A writer must have *original* ideas for his stories.

***ox'en** (ök'sën). *n.* Work cattle. *Oxen* were used to draw covered wagons.

ox'y gen (ök'së jëñ) 5. *n.* A gas present in the air. Human beings and animals need *oxygen* to live.

P

paint'ers (pān'tërz) 49. *n.* 1. One of the great *painters* was Leonardo da Vinci. 2. The *painters* painted the inside and outside of our house.

***pale** (päl). *adj.* Jean's face is very *pale* since her illness.

pan'try (pān'trë) 47. *n.* A small room in which food and dishes are kept. Mother put the food in the *pantry*.

par'lour (pär'lér) 43. *n.* 1. Grandmother entertained her friends in the *parlour*. 2. Jane and Barbara met at the ice-cream *parlour* after school.

par tic'u lar (pér tik'ü lér) 57. *adj.* 1. This *particular* story is not interesting. 2. Mother is *particular* about my manners.

par'ties (pär'tiz) 21. *n.* 1. We like to dance and play games at *parties*. 2. There are three major political *parties* in Canada.

***part'ner** (pärt'nér). *n.* 1. John was Mary's *partner* in the last dance. 2. Mr. Chase ran the business alone while his *partner* was away.

pas'sen gers (päs'ëñ jérz) 55. *n.* The bus can carry about thirty-five *passengers*.

peace (pës) 23. *n.* After years of fighting, everyone longed for *peace*.

peak (pék) 39. *n.* The highest mountain *peak* in Canada is Mount Logan.

pears (pärz) 25. *n.* Pears are juicy fruits. Avocados are often called *alligator pears*.

peas'ants (pëz'ënts) 31. *n.* In Europe *peasants* farm the land.

pe cul'iar (pë kül'yér) 53. *adj.* Queer. The woman's dress was very *peculiar*. **per** (pür) 25. *prep.* For every. The car was going fifty miles *per* hour.

***per cent'age** (pér sëñ'tij). *n.* Proportion. A large *percentage* of the children stayed home from school because of colds.

per'fect (pür'fëkt) 19. *adj.* Without faults. The house was in *perfect* condition when we moved in.

per fect' (pér fëkt') 19. *v.* Make perfect. Try to *perfect* this exercise for next time.

***per'fectly** (pür'fëkt li). *adv.* Completely. The weather was *perfectly* beautiful on the holiday.

pet'als (pët'lz) 15. *n.* When a flower dies, the *petals* usually drop off.

phos'pho rus (fös'fö rüs) 53. *n.* *Phosphorus* is a substance which, under certain conditions, glows in the dark.

***pine'ap'ples** (pin'ëp'plz). *n.* Fruit shaped like pine cones. *Pineapples* grow in Hawaii.

plan'ning (plän'ëng) 9. *v.* I am *planning* to become a nurse.

***plu'rals** (plöör'älz). *n.* Words which show that they mean more than one. *Plurals* usually end in *s* or *es*.

***po'et** (pö'ët). *n.* Browning is a much-loved English *poet*.

poi'son (poi'zëñ) 15. *n.* A harmful substance. *Poison* is used to kill insects that destroy fruits and crops.

poi'son ous (poi'zëñ üs) 15. *adj.* Containing something harmful or injurious. Some plants should not be touched because they are *poisonous*.

police'man (pö lës'män) 13. *n.* The *policeman* arrested the drunkard.

po lit'i cal (pö lit'ë käl) 21. *adj.* Having to do with government. The debates between *political* parties are often lively.

popped (pöpt) 43. *v.* 1. The cork *popped* out of the bottle. 2. Mother *popped* her head through the doorway. 3. We *popped* corn in the fireplace.

***pork** (pôrk). *n.* Meat from the pig. We had roast *pork* for dinner.

po'rous (pö'rüs) 25. *adj.* Full of tiny holes. Mosquito netting must be *porous* to allow air to go through.

***pos ses'sion** (pö zësh'ün). *n.* 1. Property. My dog is my dearest

possession. 2. Ownership. An apostrophe is used to show *possession*.

pow'er ful (pou'ér fôl) 53. *adj.* Strong. *Powerful* waves beat against the rocky coast.

prac'ti cally (prák'të kälë) 57. *adv.* Almost. The cupboard was *practically* empty.

pray (prä) 61. *v.* When we are in trouble we *pray* to God for help.

***pre'cious** (prêsh'üs). *adj.* 1. Very valuable. Emeralds are *precious* stones. 2. Dearly loved. Every child is *precious* to his mother.

pres'ence (prêz'ëns) 41. *n.* 1. My *presence* at the party was requested.

2. The principal lectured in the *presence* of two hundred parents. 3. The man had *presence* of mind and was calm in spite of his accident.

pres'i den'tial (prêz'ë dëñ'shäl) 59. *adj.* The man exercised his *presidential* power.

pres'sure (prêsh'ër) 3. *n.* Force. 1. The *pressure* of steam drove the steam engine. 2. Air *pressure* is measured by a barometer. 3. The teacher put *pressure* on the pupils to study hard.

pre'vent'ion (prê vëñ'shün) 51. *n.* 1.

An ounce of *prevention* is worth a pound of cure. 2. Good food has a great deal to do with the *prevention* of disease.

prime (prim) 59. *n.* 1. First or highest. Education is of *prime* importance. 2. The *Prime* Minister was present in the House.

prim'i tive (prim'ë tiv) 49. *adj.* 1. Very simple. The Indians lived a *primitive* life. 2. Living in earliest times. *Primitive* peoples did not know how to use iron and other metals.

Prince Ed'ward Is'land (prëns èd'-wërd i'länd) 69. *n.* Island in the Gulf of St. Lawrence constituting a province of Canada; 2184 sq. m.; pop. 95,000.

pris'on er (priz'ëñ èr) 13. *n.* A person held against his will. 1. The spy was caught and made a *prisoner* of war. 2. The *prisoner* tried to break out of jail.

***pri'veate** (pri'vit). *n.* A common soldier is called a *private*. — *adj.* The Taylors had a room with a *private* bath at the hotel.

***priv'i leg es** (priv'i lëj èz). *n.* Rights. Pupils who do good work are often given special *privileges*.

PROCESS

proc'ess (prōs'ēs) 11. *n.* A series of operations. There is a special *process* for cleaning cotton seeds.

produc'tion (prō dük'shün) 11. *n.* Airplane *production* was increased greatly during the war. My father saw a beautiful *production* of "Romeo and Juliet" in New York.

prog'ress (prōg'rēs) 61. *n.* How much *progress* have you made in your knitting?

pro gress' (prō grēs') 61. *v.* We *progress* slowly while we are learning. ***pro'noun** (prō'noun). *n.* A word used in place of a noun. "He" is a *pronoun*. **prop'er** (prōp'ér) 57. *adj.* 1. The name of a specific person is a *proper* noun. 2. One cause of illness is lack of *proper* food. 3. It is not *proper* to play out of turn.

prop'er ties (prōp'ér tīz) 7. *n.* 1. Possessions. Our house and the one next to it are my father's *properties*. 2. Special qualities. What are the chemical *properties* of hydrogen?

2. We should feel *respect* for those we live and work with.

re sults' (rē zūlts') 37. *n.* Success and fame may come as the *results* of hard work.—*v.* Carelessness *results* in accidents.

re turned' (rē tūrnd') 23. *v.* 1. When we had caught a few fish, we *returned* to camp. 2. I *returned* the book to the library.

**re vealed'* (rē vēld'). *v.* Showed. 1. Helen's good deeds *revealed* a fine character. 2. The fingerprints *revealed* who the criminal was.

rev'o lu'tion (rēv'ō lü'shün) 27. *n.* 1. A turning around one point. The wheel makes one *revolution* a second. 2. Total change. The airplane brought about a *revolution* in warfare. 3. A sudden change of government. A *revolution* brings a new set of officers into power.

rich'est (rīch'ēst) 19. *adj.* 1. The beautiful house on the hill is owned by the *richest* man in town. 2. The Kimberley diamond mines are the *richest* in the world. 3. Red is one of the *richest* colours. 4. Mother bought the *richest* cake she could find.

rid'er (rīd'ēr) 35. *n.* The cowboy is a good horseback *rider*.

roam (rōm) 35. *v.* Wander at leisure. You see strange things as you *roam* the streets of a foreign city.

**roast* (rōst). *v.* At picnics we *roast* weiners.—*adj.* The *roast* beef was tender and juicy.—*n.* The *roast* will be done at one o'clock.

ro man'tic (rō mān'tik) 45. *adj.* Unreal, exciting, or adventurous—often referring to love. The story of Romeo and Juliet is *romantic*. Betty thinks it would be *romantic* to meet a movie actor.

ru'ined (rōō'īnd) 15. *v.* The floods *ruined* their homes.

rye (ri) 47. *n.* *Rye* is a cereal used to make a kind of bread.—*adj.* I like *rye* bread..

S

safe'ly (sāf'lī) 15. *adv.* Without harm. We reached home *safely*.

safe'ty (sāf'tī) 33. *n.* We should work for the *safety* of others as well as ourselves.—*adj.* 1. Some schools have a *safety* patrol. 2. I bought some *safety* pins.

salt'y (sōl'tī) 39. *adj.* The meat was so *salty* it made me thirsty.

Sas katch'e wan (sās kāch'ē wōn) 69. *n.* Province of Canada; 251,700 sq. m.; pop. 949,000.

scale (skāl) 21. *n.* 1. We saw the butcher weigh the meat on the *scale*. 2. There are eight notes in the musical *scale*. 3. In drawing his plan of the school building Phil used a *scale* of one inch for thirty feet.

**scar'let* (skär'lēt). *adj.* Very bright red. Fire engines are often painted *scarlet*.

scat'tered (skăt'ērd) 35. *v.* When you shook the mop you *scattered* dust on the people below.—*adj.* Mary's relatives are *scattered* all over the country.

sci'en tists (sīēn tīsts) 7. *n.* Scientists experiment in laboratories to find new and better ways of doing things.

sea'men (sē'mēn) 39. *n.* Sailors. There are many able-bodied *seamen* in the merchant marine.

search (sūrch) 9. *v.* 1. Tom and Joe had to *search* every drawer to find the letter. 2. He will *search* for a hidden treasure.—*n.* Columbus was in *search* of a passage to the Indies.

**se lect'* (sē lēkt'). *v.* Pick out. Mother let Jean *select* new pictures for her room.—*adj.* Of fine quality. The Robinsons live in a *select* neighbourhood.

**sense* (sēns). *n.* 1. Dogs are often guided by their *sense* of smell. 2. Paul showed good *sense* when he finished his work before going to the movies.

se'ries (sēr'ēz) 37. *n.* There are eight books in this travel *series*. After a *series* of rehearsals the play was a great success.

se'ri ous (sēr'i ūs) 17. *adj.* 1. Dangerous. The injury was so *serious* that Ann had to stay in bed awhile. 2. Sincere. He has a *serious* purpose in going to college.

ses'sion (sēsh'ēn) 13. *n.* 1. While David was in Ottawa he attended a *session* of Parliament. 2. School is in *session* from nine to three.

**sev'en teen'* (sēv'ēn tēn'). *adj.* My brother graduated when he was *seventeen* years old.

**se vere'* (sē vēr'). *adj.* 1. Carl was in bed three days with a *severe* cold. 2. Mother was *severe* in punishing us for our carelessness.

sew'age (sū'āj) 51. *n.* Waste matter. *Sewage* is carried off in underground pipes.

**shack* (shāk). *n.* The cabin was so rough that it was only a *shack*.

shown (shōn) 57. *v.* 1. Lantern slides were *shown* at the travel lecture.

2. Gordon had *shown* ability in mechanics.

sick'ness (sīk'nēs) 7. *n.* Proper foods help us to avoid *sickness*.

**sighed* (sīd). *v.* 1. "I wish I didn't always have so much to do," *sighed* Mrs. Harrigan. 2. The woman *sighed* as she told us that Mary was ill.

sim'il ar (sīm'il īlēr) 59. *adj.* Nearly the same as. Ann's dress is *similar* to Edna's.

sing'ers (sing'ērz) 49. *n.* We hear many fine *singers* on the radio.

sin'gle (sing'g'l) 27. *adj.* 1. Marjorie did not make a *single* error in the test. 2. One of my sisters is married, and the other one is *single*. 3. The men had but a *single* thought—to get home.

sin'gu lar (sing'gū lēr) 63. *adj.* 1. "Child" is *singular*; "children" is plural. 2. Unusual. The soldier won the medal for *singular* heroism.

skies (skiz) 67. *n.* The *skies* look dark when there are heavy clouds.

skill (skil) 49. *n.* Ability resulting from training and practice. The aviator manages the plane with *skill*.

slav'ery (slāv'ērē) 23. *n.* Complete lack of freedom. A form of *slavery* is practised in countries ruled by dictators.

slay (slā) 35. *v.* The Indians used to *slay* buffalo for food and skins.

small'est (smōl'ēst) 37. *adj.* The baby is the *smallest* member of our family.

smooth'ly (smōoth'lē) 55. *adv.* 1. We drove along carefully and *smoothly*. 2. I ironed my dress *smoothly*. 3. Did your piano lesson go *smoothly* or did you have trouble?

**snails* (snālz). *n.* Small animals that crawl slowly. *Snails* can draw themselves into the winding shell on their backs.

**snow'y* (snō'y). *adj.* The trees look pretty on a *snowy* day.

**soft'ly* (sōft'lē). *adv.* Quietly. Edward walked *softly* in order not to wake the baby.

**so lu'tion* (sō lü'shün). *n.* 1. It took us a long time to find the *solution* to the problem. 2. When you dissolve the tablet in a glass of water, the *solution* bubbles.

SORTS

sorts (sôrts) 5. *v.* He sorts these ribbons according to length.—*n.* What sorts of movies do you like best?

*sourc' es (sôr'sêz). An author collects material from many different sources before he writes a book.

south'west' (south'wést') 15. *n.* Southwest is the direction halfway between south and west.—*adv.* We drove southwest for six miles.

*spare (spâr). *v.* Get along without. We can't spare Bessie because she takes care of the house.—*adj.* 1. We play ball in our spare time. 2. Father has a spare tire for the car. speak'er (spék'ér) 21. *n.* 1. Mr. Foote was the main speaker at the parents' meeting. 2. The speaker presides in the House of Commons.

spic'es (spi'sez) 25. *n.* Pepper, nutmeg, cloves, and other spices are used to give flavour to our food.

spin'ach (spin'ich) 47. *n.* A green leafy vegetable which is healthful. Spinach contains minerals which the body needs.

spite (spit) 55. *n.* 1. In spite of the delay I reached school on time. 2. Jane was naughty for spite.

split (split) 37. *v.* 1. The eggs split open and out came the baby chicks. 2. Joe used to split logs for a living. 3. The family split up after the father's death. 4. The partners split the profits between them.

*spo'ken (spô'kén). *v.* Words that have once been spoken can never be recalled. Mr. Willis has often spoken about buying a farm.

*sprang (sprâng). *v.* 1. The cat sprang into Mother's lap. 2. Dandelions sprang up on the lawn.

*stage'coach' (stâj'kôch'). *n.* In olden days people travelled by stagecoach rather than by trains and busses.

stem (stêm) 11. *n.* The stem of a rose has many thorns.

stiff (stîf) 31. *adj.* 1. My brush has stiff bristles. 2. His muscles felt stiff.

strength (strêngth) 51. *n.* 1. Lifting heavy weights requires strength. 2. The strength of the poison was such that the man died.

*stripes (strips). *n.* 1. There are red and white stripes in the Union Jack. 2. On some roads there are white stripes to divide the traffic going in opposite directions.

*sub scrip'tion (süb skrip'shün). *n.* 1.

George has a year's subscription to his favourite magazine. 2. We raised a subscription for the new hospital. sub'stance (süb'stans) 53. *n.* 1. Milk contains a substance that helps make strong teeth. 2. Ronald read six pages and gave us the substance of them in his own words.

*sub'stitute (süb'stîtüt). *n.* 1. When our teacher was absent we had a substitute. 2. If I have no butter, I shall have to use a substitute.—*v.* My sister asked me to substitute for her at the meeting.

sub'way' (süb'wâ') 33. *n.* An underground railroad. In New York the subway is the quickest means of transportation.

suc'ceed'ed (sük sêd'ëd) 27. *v.* 1. George VI succeeded Edward VIII as King of England. 2. Jack succeeded in learning to skate after two days' practice.

suc'cess'ful (sük sës'fôl) 59. *adj.* 1. Don was successful in finding the kind of work he wanted. 2. "Gone with the Wind" was a very successful book.

suf'fering (süf'ér ing) 51. *v.* Miss Gordon is suffering from a severe backache.

suit'a ble (süt'à b'l) 37. *adj.* 1. Ice cream is suitable for dinner but not for breakfast. 2. I am looking for a gift suitable for my grandfather.

sul'phur (sül'fér) 29. *n.* A yellow substance that burns with a choking odour. Sulphur is used in making gunpowder.

*sun'set' (sün'sët'). *n.* 1. Sunset comes much later in summer than in winter. 2. The sunset last night was gorgeous.

su'per sti'tion (sü'pér stîsh'ün) 61. *n.* A false belief arising from fear. A popular superstition is that the number 13 is unlucky.

sup'ply' (sü plî') 1. *n.* Available amount. If the food supply is low, the people become weak or ill.—*v.* Hens supply us with eggs.

*sup'port' (sü pôrt'). *v.* 1. The boy helped support the family by working after school. 2. The wheels support the car.—*n.* The Red Cross needs our support.

*sur ren'dered (sü rën'dârd). *v.* Gave up. 1. When the soldiers were exhausted, they surrendered to the conquerors. 2. When the spy was caught, he surrendered the maps.

sys'tem (sis'têm) 5. *n.* 1. The body considered as a working unit. Exercise and sleep are good for the system. 2. Method. The office has a system for recording absence and tardiness.

T

task (task) 39. *n.* Piece of work to be done. Because each one did his task well the affair was a great success.

*taste'less (täst'lës). *adj.* Having no taste. Pure water is tasteless.

tav'ern (täv'érn) 29. *n.* An inn. We stayed overnight in an old tavern.

tel'e graph (tel'è grâf) 27. *v.* If you telegraph the message, it will reach us within an hour.—*n.* The telegraph was invented by Morse.

tel'e scope (tel'è skôp) 29. *n.* Astronomers watch the stars through a telescope.

tem'per a ture (täm'pér à tûr) 3. *n.* 1. The temperature of boiling water is 212°. 2. If your temperature is higher than 98.6°, you have a fever.

ten'der (tän'dér) 63. *adj.* 1. We enjoy tender and juicy meat. 2. Helen has a tender feeling for her baby brother.

—*n.* 1. Money recognized by the government in payment of debts is called legal tender. 2. A tender is a boat that carries fuel and supplies to a ship.

tenth (ténth) 67. *adj.* My sister celebrated her tenth birthday on Monday.—*n.* A dime is a tenth of a dollar.

ter'ri to'ry (ter'ri tô'rî) 23. *n.* Land or region. 1. The covered wagons travelled over unknown territory on their way to the West. 2. Parts of Canada were once Indian territory.

tes'ti mo'ny (tës'ti mö'nî) 13. *n.* 1. According to the testimony of one witness, Mr. Simon was home at eight o'clock. 2. The boys' gift was a testimony of their appreciation.

*tex'tile (tëks'til). *adj.* Woven. 1. Father manufactures textile goods. 2. Textile design is studied in some high schools.—*n.* Woven material. Linen cloth is a textile.

the'o ry (thè'ô rî) 41. *n.* 1. Opinion. Columbus held to the theory that the earth was round. 2. Principles. An artist must understand the theory of art so that he can apply it in his paintings.

thor'ough (thûr'ô) 65. *adj.* Complete. A *thorough* physical examination showed that George was perfectly well.

***thor'ough ly** (thûr'ô lî). *adv.* Completely. We had a *thoroughly* happy time at the baseball game.

throne (thrôn) 45. *n.* George V was on the *throne* of England during World War I.

through out' (thrôo out') 17. *adv.* We painted the house *throughout*.—*prep.* We stayed at home *throughout* the day.

thus (thûs) 1. *adv.* 1. So. *Thus far* I have not had time for extra work. 2. As a consequence. He worked hard; *thus* he found success.

***tipped** (tîpt). *v.* 1. When the sled *tipped* over, we all fell in the snow. 2. She *tipped* the ink bottle toward her in order to fill her pen. 3. Mr. Green *tipped* his hat to Mrs. Fitch. 4. Father *tipped* the waitress when he paid the bill.

***tone** (tôn). *n.* 1. The officer spoke to his men in a serious *tone*. 2. The *tone* of the violin was beautiful.

tons (tûnz) 35. *n.* It takes several *tons* of coal to heat the house.

to'tal (tô'tâl) 57. *adj.* We were in *total* darkness for half an hour.—*n.* When we added up the expenses, the *total* was less than five dollars.—*v.* Please *total* this column of figures.

tour'ists (tôôr'îsts) 29. *n.* People who travel for pleasure. In the summer the hotels have many *tourists*.

trad'ers (trâd'êrz) 65. *n.* People who buy and sell. The fur *traders* bought furs from the Indians.

***trans'port** (trâns'pôrt). *n.* A *transport* is a ship, plane, or train that carries troops or supplies in war time.

***trans port'** (trâns pôrt'). *v.* We shall *transport* the material to another place.

trans'por ta'tion (trâns'pôr tâ'shün) 9. *n.* Moving people or goods from place to place. The airplane is the quickest means of *transportation*.

trapped (trâpt) 65. *v.* Caught in a trap. 1. Wild animals are *trapped* for their fur. 2. The police *trapped* the burglar on the roof.

trap'pers (trâp'êrz) 65. *n.* The Indian *trappers* sold the furs of the animals they caught to white traders.

***trap'ping** (trâp'îng). *v.* Some In-

dians engaged in *trapping* animals in order to exchange their skins for beads, knives, and so forth.

tre'a'ty (trê'tî) 23. *n.* An agreement between nations. When a war is over, the enemies sign a peace *treaty*.

troops (trôoops) 45. *n.* *Troops* are trained for battle.

trop'i cal (trop'î käl) 25. *adj.* Pertaining to regions lying around the equator. Rubber is grown in *tropical* countries.

***truth** (trôoth). *n.* That which is true. It is wisest to tell the *truth*. The *truth* is that most famous people have won fame through hard work.

tu ber'cu lo'sis (tû bûr'kû lô'sîs) 51. *n.* *Tuberculosis* is a disease in which tissue, usually lung tissue, wastes away.

***tug** (tûg). *n.* A small powerful boat that pulls larger boats. A *tug* can pull a train of steel barges.—*v.* Pull with force. The puppy likes to *tug* at a rag when we play with him.

***tur nips** (tûr'nîps). *n.* Yellow *turnips* usually are larger vegetables than white ones.

type (tip) 37. *n.* 1. Bob is the athletic *type*; Henry, the studious *type*. 2. The printer sets the *type* from which the book is printed.—*v.* It is useful to be able to *type* correctly and neatly.

ty'phoid (tî'fôid) 51. *adj.* *Typhoid* fever is a serious disease.

U

un'der ground' (ün'dér ground') 33. *adv.* The roots of plants and trees grow *underground*.—*adj.* During the London air raids *underground* shelters were used.

u'ni form (ü'nî fôrm) 67. *n.* Every soldier and sailor wears a *uniform*.—*adj.* The curtains in the living-room are *uniform* in pattern and length.

***un u'su al** (ün ü'zhôô äl). *adj.* A genius has *unusual* ability.

up'righ't (üp'rit') 39. *adj.* 1. Mary stood in an *upright* position. 2. Mr. Rollins has always been fair and *upright* in his dealings.

V

val'u a ble (väl'ü à b'l) 7. *adj.* Of great worth. Health and education are *valuable* possessions.

val'ue (väl'ü) 15. *n.* The *value* of this ring is one hundred dollars.—*v.* We

value your friendship very highly. **va'pour** (vá'pôr) 3. *n.* A gas that was formerly a liquid or solid. Steam is water *vapour*.

***va ri'e tî** (vá rî'ë tî). *n.* Assortment. A department store sells a *variety* of merchandise.

vast (vâst) 35. *adj.* Very large. Plains are *vast* stretches of flat country.

***vats** (vâts). *n.* Large containers for liquids. *Vats* are used in dyeing fabrics.

vi cin'i ty (ví sin'î tî) 63. *n.* Neighbourhood. There is heavy automobile traffic in the *vicinity* of a large city.

vic'to ry (vik'tô rî) 67. *n.* 1. The Battle of Queenston Heights was a *victory* for the Canadians. 2. Our team won the *victory* in the last basketball game.

vi'ta mins (ví'tâ mînz) 7. *n.* *Vitamins* are chemicals which are necessary for health and growth.

W

wal'nut (wôl'nût) 47. *adj.* 1. We made *walnut* candy. 2. The wood of some *walnut* trees is used for furniture.—*n.* A squirrel ate the *walnut*.

war'rant (wôr'ânt) 41. *n.* Written authority. The judge signed the *warrant* for the arrest.—*v.* Justify. The situation does not *warrant* so much attention.

***watch'man** (wôch'mân). *n.* The night *watchman* guards the warehouse.

***wa'ter falls** (wô'ter folz). *n.* The *waterfalls* at Niagara are about 160 feet high.

weak'er (wék'ér) 45. *adj.* 1. Because he has been sick, George is *weaker* than usual. 2. If you add water to your tea, it will be *weaker*.

***wealth** (wéldh). *n.* Riches. 1. Only a few people have great *wealth*. 2. The dictionary contains a *wealth* of information.

***week-end** (wék'ënd). *n.* After a *week-end* of rest and recreation we feel fresh on Monday morning.

wharf (hwôrf) 29. *n.* We like to watch the men load the ships at the *wharf*.

when ev'er (hwěn'ëv'ér) 65. *conj.* Sally reads *whenever* she has time.

wil'der ness (wîl'dér nës) 9. *n.* A place that is wild and unsettled. The white man learned from the Indian how to live in the *wilderness*.

***wil'low** (wil'ô). *n.* A tree. The long,

drooping branches of the *willow* hung over the river bank.

wine (win) 25. *n.* *Wine* is made by pressing the juice from grapes and other fruits.

win'ner (win'ér) 67. *n.* The *winner* of the tennis match keeps the trophy for a year.

***win'ning** (wín'ing). *v.* Tom received a medal for *winning* two races.

wire'less (wír'lés) 39. *n.* 1. Radio is a form of *wireless*. 2. Ships communicate with one another by *wireless*.—*adj.* Having to do with wireless or radio. Nearly every ship has a *wireless operator*.

wit'ness (wit'nés) 13. *n.* Mr. Long was a *witness* at Mr. Grant's trial.—*v.* I hope I shall never *witness* another accident like the one I saw today.

***worn** (wôrn). *v.* 1. Mother had *worn* her new hat only once when she was caught in the rain. 2. Ruth's dress was *worn* at the elbows. 3. I was *worn* out from so much work.

***wrap'ping** (răp'ing). *v.* Everyone is *wrapping* Christmas presents.—*n.* The *wrapping* was blue and silver paper.

Y

***yield** (yěld). *v.* 1. Produce. I hope the farm will *yield* good crops this

year. 2. Give in. I *yield* to your wishes. 3. Give up. We will fight until our enemies *yield* to us.

young'er (yúng'gér) 47. *adj.* Dan is two years *younger* than his brother.
***yr.** Abbreviation for *year* or *years*.
yrs. 43. Abbreviation for *years*.

Z

zinc (zíngk) 53. *n.* A blue-white metal. *Zinc* is very little affected by moisture.

zone (zōn) 25. *n.* 1. A division of the earth. We live in the temperate *zone*. 2. A section set apart. There should be a safety *zone* at every dangerous street crossing.

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GATES ARTHUR IRVING 1890-
THE PUPIL S OWN VOCABULARY
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The Pupils' Own Vocabulary Spellers introduce many innovations which will make the teaching of spelling simpler, more satisfying, and more fruitful. The nature and purposes of the new programme provided in these spellers are fully explained in the *Teachers' Manual*, which the teacher is urged to study carefully.

The Vocabulary. This series is based upon the most recent, the most extensive, and the most valid count of words used by pupils in their writing in Grades I-VIII. This investigation by Henry D. Rinsland, published in 1944 by The Macmillan Company, made it possible to determine as never before the relative importance of each of the thousands of words used in Grade VII. The 434 most important words are introduced in the 35 basal weekly lessons. Each of these words is very thoroughly taught. A group of 215 words of less importance, called "Your Extra Words", is listed on page 83 in the order of importance. The extra words are also included in the dictionary, pages 85-99, where they are starred. They should be learned from the dictionary, where their pronunciation and meaning are given, whenever pupils have time for them during the year. This plan of having basal words and extra words gives the most important words the most emphasis, makes effective adjustment to individual differences in ability to learn, enables the slower learners to enjoy the satisfaction of mastering the shorter basal weekly lists, and provides the means of teaching pupils to learn to spell words largely by themselves. Page 84 gives each pupil space for writing, in addition, words learned *entirely* by himself. The extra-word programme bridges the gap between the thoroughly supervised learning of the basal list and the independent learning of one's "own words". Thus, independent spelling ability—the major objective of instruction—is achieved. (Section 2 of the *Teachers' Manual* gives a complete explanation of this phase of the programme.)

The Method of Study. These spellers introduce a simpler and more efficient method of studying a word. It is based on investigations conducted by Arthur I. Gates and David H. Russell which showed that the typical many-step technique was unnecessarily elaborate and slow for the good spellers and too complex and confusing for the poor spellers. The method recommended in these spellers contains few steps and yet provides everything needed. It is fully explained in Section 3 of the manual.

The Weekly Programme. The pupil first reads the spelling words in a simple, interesting story by Celeste Comegys Peardon. He then examines each word in the spelling list and rereads the story, underlining the spelling words, which appear in the same order in the story as in the list. Then he writes the words. The next step is a thorough study of them in the "Know Your Words" programme, which is planned to give the pupil an enriched understanding of each word, as well as to teach him to employ the most useful general and specific clues in mastering its spelling. (See page 1, for example.)

The third step is a test of spelling. A special feature of this series is the provision of a context completion test, which removes any uncertainty as to which word the teacher has said and carries forward the word-meaning enrichment programme.

(See page 2, for example.) Following the test come the correction of the words, a study of the errors, and a restudy of the words missed. Sections 7 and 8 of the manual give suggestions for making this diagnosis and restudy highly valuable.

The last step is the final weekly test. Temptations to copy on this test are lessened by having the spaces for "Your Friday Tests" in a separate section of the book—pages 71-77. Words missed on this final test are crossed out and written correctly in a space provided at the end of the week's lesson. (See page 2, for example.) At the time of the final test the following week the pupil is again tested on these words, after having reviewed them. (See 2 under "Write Your Words Again" on page 4.)

The Dictionary. Extensive use should be made of the dictionary. The pronunciation and meaning of each word should be looked up—on the first day if possible—and referred to as often as necessary. Although the "Know Your Words" programme introduces the basic skills of dictionary use, the teacher should extend and enrich these experiences. She should take advantage of every occasion when reference to the dictionary would be helpful.

The Word-Enrichment and Generalization Programmes. These spellers embody a most carefully planned programme for enriching the child's vocabulary and increasing his ability to spell by "thinking" and utilizing every really useful spelling convention, rule, and habit tendency. The word-meaning enrichment programme is based on the *Rinsland Semantic Study*—an extensive count of the frequency, grade by grade, of every meaning of every word used by children in their own compositions. The generalization programme is based on a series of extensive studies by Gates and his students. (See the *Teachers' Manual*, Sections 4, 6, and 10.) The entire programme is designed to make the child an intelligent, versatile, and independent speller as rapidly as possible.

Aids in Learning Specific Words. These spellers help the pupil to locate and utilize the most useful specific aids for mastering the spelling of each individual word. Based largely on Gates' monograph, *A List of Spelling Difficulties in 3876 Words*, these exercises go to the heart of the major difficulty in each word without guesswork. This programme is explained in Section 7 of the manual.

The Problem of Reviews. Since only the words children use are taught in this series, there is less need for formal review than in other series. An individualized review plan is provided, whereby each child reviews only the words he himself has missed. (See pages 4 and 81.) The authors advocate a vigorous investigation of the individual child's difficulty, rather than repeated, mechanical reviews. The teacher is urged to read the discussion of review in Section 8 of the manual.

Pretests and Final Tests. A pretest, semester test, or final test (see pages 77 and 78) may be made up by choosing at random one or more completion sentences from the "Write Your Words" section of each lesson to be covered. A random sampling of words from the extra-word list may also be used for periodic tests. For suggested use of test results see Section 9 of the manual.

